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PRACTICAL SHORTHAND

A COMPLETE AND SYSTEMATIC EXPOSITION
OF PHONOGRAPHY, BASED ON THE
PITMANIC ALPHABET



FOR USE IN SCHOOLS AND COLLEGES

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PREFACE.

The great number of books that have appeared within the last few years on the Pitmanic systems of shorthand is some evidence of the widespread protest against the old order of arrangement. While these books present few radical changes, they all show certain tendencies which are the direct result of the impetus given to shorthand study and practice by the re-arrangement of the old forms into a practically new alphabet by Isaac Pitman, and the many invaluable expedients first introduced by Mr. Graham. The most marked tendency is that toward a happy medium between the cumbersome outlines of the former author, and the extremely abbreviated reporting methods of the latter, which is seen in the practical work of the active reporters of the country. Although shorthand is the result of slow growth and the workings of many minds rather than the product of any one mind, none deserve the honors paid them by stenographers more than do these two men for the good they have done the English speaking people in furthering the study and uses of shorthand.

We have endeavored to make a complete book, mechanically as nearly perfect as possible, scientifically accurate in all its technical statements of principles, and at the same time, to present those principles so plainly as to smooth the way to an easy and progressive mastery of the science, from its simplest elements to the most complex forms used by expert writers.

This book is the result of many years' actual experience in teaching and reporting. We are confident its simple and direct methods will make better stenographers, effect a great saving of time and effort on the part of both teacher and student, and render quite unnecessary the enormous outlay of study and blind practice required by the older books.

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INTRODUCTORY.

The teacher will have constant occasion to observe the necessity for absolute accuracy in shorthand, and he cannot too strongly impress upon the minds of all who contemplate its study, the importance of learning to think and to observe accurately, for accurate thinking and close observation are the foundation of all skill. It is deplorable that the majority of candidates for the study of shorthand are handicapped with very slovenly mental habits, due to faulty elementary training. This naturally results in careless methods of writing. The ordinary degree of accuracy which will answer for the everyday affairs of life will not suffice for the purposes of shorthand, where exactness is essential. The law has made an extraordinary degree of carelessness, in many fields of labor, a crime, and punishes it as such; this is evidenced by the frequency with which one meets the phrase "criminal negligence." It is quite possible for a shorthand writer to become criminally careless. Many young people have been so accustomed to careless habits of reading and writing that it is hard for them to realize what scientific precision is. When once the habit of accuracy is formed, it is as easy to be accurate as it is to beslovenly.

Owing to the exigencies of rapid work and the consequent inability to make the characters with precision, there is another principle which must be borne in mind while pursuing the study of any art, and that is the law of ease. To insist upon an absolutely perfect and almost artistic formation of the signs, and at the same time to cultivate a boldness of stroke and confident ease and freedom of movement is the ideal, which, perhaps cannot be reached. But the teacher must inspire in his pupils a sense of ease and confidence. Facility of execution comes from within outwards. The ideal form must be fixed in the mind before it can be transferred to paper; and the law of ease must work hand in hand with the law of accuracy. The signs should be made as nearly like the printed forms in the book as possible. Absolute accuracy is a desirable thing, but it must not be secured at too great a sacrifice of ease. It must be attempted, but it cannot be attained at first, for it is a result of long practice, and not a thing with which we can hope to start. Ease and accuracy, then, must be cultivated all the way through, for it is the ease of writing which gives speed. and accuracy which gives legibility.

The student'should study notes taken in actual reporting, and the teacher should write much for him in an easy, facile manner, that the pupil may know exactly how it is done, and be inspired by the spirit of fast writing.

Definite instructions will be found with reference to the best representation of such terminations as fer, ver; fen, ven; ten, den; tel, del; tary, tory, etc., mention of which has unfortunately been overlooked in other books. These terminations are important, and unless definite instructions are given, the student is in doubt as to which of the different outlines that may be used for their expression is preferable.

The engraved illustrations are of the highest quality the most skilled engravers can produce, and are entirely free from the blurs and indistinct lines that mar and disfigure the pages of almost every shorthand book hitherto published.

The glossary is an interesting feature of the book, and will be of special value to young writers. We have endeavored

to compile a list of the most frequently recurring words, the formation of the correct outlines of which might be difficult for the beginner. Our plan of giving the nomenclature of the words instead of the engraved outlines, compels a valuable mental effort on the part of the student which would otherwise be lost.

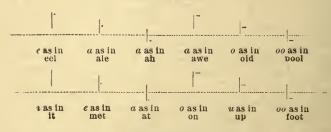
Each lesson is divided into three parts: (1) a statement of the principles, (2) a transcribing or reading exercise, and (3) a writing exercise. Each part should be studied in its proper order, and this order resolutely adhered to throughout the book.

If the writing exercise is attempted before the statement of principles has been carefully studied and thoroughly mastered, and before the reading exercise has been accurately transcribed, the student will become confused and lose much valuable time. With a clear understanding of these principles and their illustrations as given in the reading exercises, writing becomes easy and fascinating.

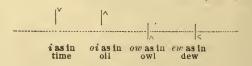
CONSONANTS.

-					
Character.	Name.	Sound as in	Character.	Name.	Sound as in
\	- Pee -	cape	/	Chay	- church
١	- Bee -	bake	/	Јау	- judye
Ć	- Ef	far)	Ish	- shall
Ć.,	- Vee -	vim	1	Zhay	- usuai
)	- Ar -	arm	(Lay	- lake
\)	- Wav -	week	(Yау	- yes
4		what		Кау	- make
				Gay	- <i>y</i> o
		heed	$\sim \cdots$	Em	- come
		think		En	- near
		breathe	<u> </u>		
)	- Es	ask	/	Ray	- reach
)	- Zee -	zero	6	Нау	- house

VOWELS.



DIPHTHONGS.



PRACTICAL SHORTHAND.

LESSON L

THE CONSONANT ALPHABET.

1. As phonography is based upon phonetic spelling some slight knowledge of the nature of sounds is necessary, but sufficient explanations will be made from time to time, and especially when we come to the vowel alphabet, to enable the student to spell phonetically. A full analysis of the sounds of our language is given in the Appendix, to which the student is referred when in doubt as to any question of phonetics. The first duty of the student is to learn thoroughly the consonant alphabet which is given below, and also upon the page opposite. The student will be assisted in committing to memory the alphabet by observing the underlying principles given in "Remarks on the Consonant Alphabet." (p. 11.) These principles should be clearly understood, and the reasons for things should be sought for in shorthand as in all other studies. Knowledge of principles will assist efforts at memorizing by showing the student that phonography is not only an art but a science, governed by law at every step, and not an arbitrary arrangement of characters eluding the memory for want of connecting principles.

The consonants are represented by simple lines called strokes or stems, and are, owing to their nature and mutual relations, (See Sec. 4) divided into three groups as follows:



STATEMENT OF PRINCIPLES.

2. The Direction of the consonant stems is determined by certain definite rules, which are important as controlling the position of certain vowels, explained later on. Particular attention should be given to the direction of sh, l, ray and ch.

All stems are written downward or from left to right, with the following exceptions:

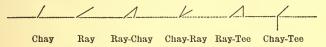
(a) The sign for sh is always written downward when standing alone; when joined to other stems it may be written upward or downward to suit convenience. When written downward it is called Shay:



(b) The sign for *l* is always written upward when standing alone; when joined with other stems, it is sometimes written downward in accordance with principles stated in a subsequent chapter. It is called Lay when written upward and E1 when written downward; thus,



(c) The straight sign for r (called Ray) is always written upward, and is thus distinguished from ch (Chay) which is invariably written downward. When standing alone they are distinguished from each other by the difference in slope, Chay inclining at an angle of about thirty degrees, and Ray at an angle of about sixty degrees from a perpendicular line; thus,



- (d) The sign for h (Hay) is always written upward.
- 3. The consonant stems should be made about an eighth of an inch in length; this enables them to be easily distinguished from the lengthened strokes on the one hand, and the halved characters on the other, which are explained hereafter. The beginner is apt to make them too long. The length given in the engraved exercises of this book is a good standard for actual work. The light strokes should be made very light, and the shaded ones just heavy enough to distinguish them from the corresponding light stems.

REMARKS ON THE CONSONANT ALPHABET.

4. The student may follow whatever method he deems best in committing to memory the alphabet. While he cannot safely depart from precise rules, yet he must exercise his own independence of thought and bent of mind, if he would achieve results most rapidly. The following underlying principles will be interesting and helpful to the thoughtful student:

The idea which lies at the basis of the Pitmanic systems of short-hand comes from a natural principle. Every elementary line is based upon a natural relationship between the line and the sound, as, for instance, a light line should and does represent a whispering sound, a heavy or shaded line should represent a sub-vocal or heavy sound; short and abrupt sounds should be represented by short straight strokes, while continuing sounds should be represented by curved strokes, etc.

As wift be seen from a study of the sounds of the consonant alphabet, they are naturally divided into three groups. The first group, called ABRUPTS, consists of eight straight, mated stems, representing the cognate letters, p, b, t, d, ch, j, k, and g hard, thus:

These letters are represented by short abrupt strokes because they represent the shortest sounds in the language. The straight line can be written in only these four directions with sufficient distinctness to insure certainty in reading, and the light lines naturally stand for the light sounds or aspirants, and the shaded lines indicate the heavy sounds or sub-vocals. So it becomes natural to represent p with a light line, and p with a heavy line, because p is a whispered sound, while p is a sub-vocal or has an undertone. The letters forming this group are always written downward except Kay and Gay, which are, of course, always written from left to right.

(c) The second group called CONTINUANTS, consists of eight curved, mated stems, representing the cognate letters, f, v, th, th, s, z,

sh, and zh, thus:

1

L((())_//

These are curved characters because they represent flowing or continuable sounds. Half of them are made light because they represent whispering or aspirant sounds, while the other half are shaded because they represent heavy sounds or sub-vocals.

(d) At the risk of repeating somewhat, and to sum up, we have,

then, the following principles:

Cognate letters have the same sign; the shaded stroke represents the heavy sound, while the light stroke represents the light sound. There is no difference between the sound of p and the sound of b except a slight undertone, and this undertone is represented in shorthand by shading the stroke. So, there is no difference between the sound of the word pay and the sound of bay except this undertone. By pronouncing the words slowly the student will see how closely related are the sounds of p and b; and the same is true of all the cognate letters. So, too, with the sounds represented by th in thin and th in then. It requires no knowledge of phonetics to distingush these sounds; the one is a whispered utterance, while the other is a vocal. Whispered sounds called Spirants, are represented in shorthand by light lines, while those letters which have a slight undertone, called sub-vocals, are indicated by shaded strokes.

(e) The third group consists of eight opposing stems; that is, not mated, but rather correlative,—one suggests the other. They are called coalescents, because they blend easily with other sounds:

(f) The letter x does not appear in the alphabet because it is not an elementary sound, but composed of the sounds of k and s, as will be seen by pronouncing slowly the word lax (lacks).

(g) The letter h occupies an anomalous position in any language, and its history in comparative philology is very interesting. It does not occur frequently in shorthand, and is provided with a special stem.

ORIGIN AND NATURE OF THE CONSONANT SIGNS.

5. The consonant alphabet is derived from the circumference of a circle and its diameter written in four directions, as shown by the following diagrams:





- 6. These diameters divide the circumference of the circle into eight parts or arcs, giving us the curved consonant signs. The radii furnish us with the straight stems, with the exception of Hay and Ray. By observing that every curved stem is a quarter of a circle, and every straight stem is a radius, the student need have no difficulty in determining the slope of the stroke or the exact amount of the curvature.
- 7. The Names of the consonant signs must be early fixed in the mind. They are given at the left in the following exercise, which is designed as a copy or model for practice, and should be repeatedly copied with a free, steady and uniform motion of the hand. They should not be drawn with labored slowness nor made in nervous haste, but with an easy flowing style. While accuracy of outline is important, the endeavor to acquire it should not be carried to such an extreme as to develop a nervous, trembling, hesitating movement.

As the slant or angle of inclination of sloping stems is of such importance in making notes perfectly legible, we have arranged the alphabet into four groups with reference to their direction, as follows:

Left oblique. Perpendicular. Right oblique. Horize

8. The grouping of the consonants together in this manner is to furnish a standard by which a student may test the accuracy of his outlines at a glance. For example, the first group must be made at such an incline that a stroke exactly half way between a vertical and a horizontal, will cover the straight strokes and touch the points of the curves; thus,

665511

The other groups may be tested in a similar manner, using the stroke Tee for the perpendiculars; the stroke Chay for the right obliques; and the stroke Kay for the horizontals. Hay and Ray should be slanted a trifle more than Chay.

9. To impress these characters thoroughly on the memory and at the same time to acquire ease and precision in their execution, it is necessary to write them over and over again. The following method of practice is recommended. Write the names of the first group at the left edge of the note book or paper, then write across the page the signs representing the letters at the margin, at the same time repeating aloud their names. The characters should be made small, neat, and uniform in size. Make the light strokes like hairs, and shade the heavy ones just enough, and no more than is necessary, to distinguish them from the others. Practice the signs in this manner until you have filled at least a page, and write the other groups similarly. Then commence again with the first group and repeat the process until you are just as familar with the entire series as you are with their longhand equivalents.

10. Remarks.—Phonography is best written on ruled paper with single red lines. Double lines are confusing to some, and are of no special advantage. Either pen or pencil may be used, though the pen is preferable. None but the best writing materials should be used, even in the most elementary practice. The pen should be new, and have a smooth, fine point. The paper should not be too highly glazed or calendered, but of a good quality, and of a velvety surface, so that the pen will not slip too easily over it, but can be more readily guided at will by the hand. The ink should be fresh, free from dust and other impurities, and flow freely. No effort at speed should be made at the outset. Perfection and delicacy of outline should be the chief aim of the beginner, rather than rapidity of writing. Painful accuracy, however, should be avoided, lest it beget a confused mental state, with resulting hesitation and lack of confidence, which are the bane of young writers. The hand should be trained to move with confident ease and freedom; accuracy of outline will come with the movement. If each stroke be given its proper direction, shading, length and position, the writing will be legible and accurate. Elegance of form may come in later on with the attainment of manual skill, and there is a certain elegance and grace in the writing of every expert, though to the unpracticed eye it may not appear. The curved strokes must not be finished up with a quick nervous motion or jerk of the pen, thus forming a little flourish or twist at the end, but should be made with a uniform and steady movement. In making the shaded curved characters, the shade should be made in the middle only, gradually tapering to a fine line. Stenographers differ as to the best method of holding the pen. It should, however, be held in a more upright position than is required in longhand, for greater convenience in making the characters sloping to the left. If held between the first and second fingers this upright position is insured, although some freedom of movement. is thus sacrificed. The elbow should be thrown out a little from the body, so that the backward and perpendicular strokes may be made more easily. The hand should glide along on the nails of the third and fourth fingers, strictly avoiding contact of the wrist with the paper. Let the muscles of the left fore-arm sustain the weight resulting from the forward pressure of the body, thus leaving the right hand and wrist perfectly free.

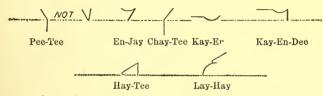
The Writing Exercises found in this book will afford ample practice on the principles under each head, and the student should avoid writing any words except those found in the exercises until he has mastered all the principles. Very little is gained in attempting to write unfamiliar matter until the principles are well understood.

LESSON II.

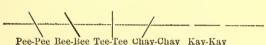
OUTLINES OF WORDS.

II. Phonography, as the derivation of the word suggests, is a method of representing the sounds of a language, without reference to the current spelling. The phonetic principle is made use of to secure brevity and a uniform basis for a system of writing. All silent letters are ignored and only the sounded elements of language are expressed. The sounded consonants making up a word are first written, and form what is called the outline of the word. The sounded vowels are afterwards inserted. The consonants forming the outline must be joined without lifting the pen, and in accordance with the following principles.

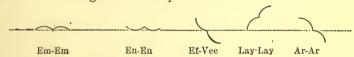
12. Let the first downward or upward stroke fall upon the line of writing, the following stroke or strokes falling below the line if need be; as,



13. A straight stem when repeated is simply lengthened; as,



14. Curved stems are repeated as shown below. They must not be lengthened to repeat the letter:



15. When light and heavy straight strokes of the same direction are joined they must gradually blend, and not be united with a pause, or abrupt movement of the pen; thus,

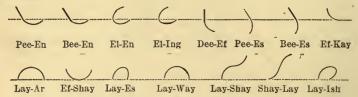


16. An angle must be made between the stems Ef and En, Vee and En, Ef and Ing, Lay and Em, for reasons which will become apparent hereafter; thus,



17. No angle, however, is required in the following combinations. They should be made with a single sweep of the pen, the first stroke flowing into the second in such a manner that

the point of junction may not be observable. These combinations furnish a good manual drill for the student. They seem difficult at first, but with the proper movement of the hand they become the easiest and swiftest type of phonographic outline.



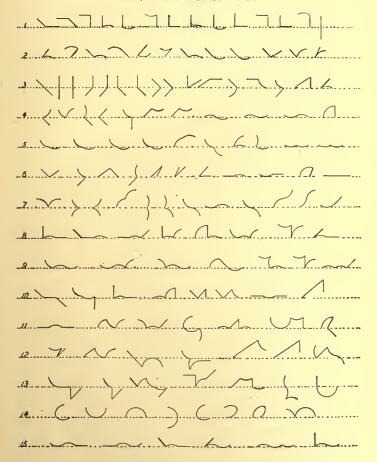
18. The beginner must bear in mind that in shorthand, words are spelled just as they are ordinarily sounded; hence, a double consonant is not repeated. The outline of the word funny would be Ef-En; of dummy would be Dee-Em; of shell or shallow would be Shay-Lay.

Note: It may not be too early in the study of shorthand to say a word about movement, and it may be that the student needs no hint in this direction; but a free, easy and uniform movement of the hand is very necessary for rapid writing. The forms must not only be so familiar that no effort of the mind is required to recall them, but the hand must be trained to move like an automaton. If the student does not possess a full control of his hand, he should aim at the outset to acquire it. What is called the purely finger movement should be discouraged, and a combined movement of the fore-arm, hand and fingers should be aimed at. Constant practice on phonographic forms will drill those muscles of the hand which are brought into play in shorthand writing.

- 19. The Reading Exercises throughout this book contain no outline which need be changed even by the most advanced writer, and the student may have no fear of learning anything to be subsequently unlearned.
- 20. The following Reading Exercise should be read over several times, and the signs called by their proper names; as, Pee-Kay, Kay-Pee, Kay-Tee, Tee-Em, etc. Be careful to call the upward stroke for *l* Lay, and the downward stroke for *l* El. Do not allow the upward stroke for *sh* to be called

anything but Shay. Be equally exact in the naming of all outlines throughout the study.

READING EXERCISE.



WRITING EXERCISE.

- vords, but the exercise is designed simply as a drill on the consonant alphabet, and in the formation of outlines. The names of the stems, it will be observed, commence with capitals. There are certain principles determining when to use Lay or El and Ar or Ray which are treated of in a subsequent lesson, but for the present the student may write these stems as they are indicated by their names. When the outline is not given write these stems in the most convenient direction. After this exercise has been neatly written it should be read over and all errors noted and corrected. It is not enough to notice an error, but it must be corrected immediately.
- (a) Tick, Tee-Kay; tug, Tee-Gay; dock, dike, Dee-Kay; pity, Pee-Tee; cub, Kay-Bee; keep, Kay-Pee; check, Chay-Kay; babe, Bee-Bee; cake, Kay-Kay; rate, Ray-Tee; rode, Ray-Dee; patch, Pee-Chay; deep, Dee-Pee; ditch, Dee-Chay; pop, Pee-Pee; tidy, Tee-Dee; diary, Dee-Ray; duty, Dee-Tee; cheap, Chay-Pee; cherry, Chay-Ray; chum, Chay-Em; adage, Dee-Jay; Dutch, Dee-Chay; gaiety, Gay-Tee; gap, Gay-Pee; catch, Kay-Chay; ahead, Hay-Dee; beak, Bee-Kay; job, Jay-Bee; page, Pee-Jay; joke, Jay-Kay; tub, tube, Tee-Bee; touch, teach, Tee-Chay; pitch, Pee-Chay; judge, Jay-Jay; keg, Kay-Gay; reap, Ray-Pee; robe, Ray-Bee; ridge, Ray-Jay; reach, Ray-Chay; haughty, Hay-Tee; bag, Bee-Gay.
- (b) Tame, Tee-Em; dumb, Dee-Em; chime, Chay-Em; comb, Kay-Em; fury, Ef-Ray; vary, Vce-Ray; thick, Ith-Kay; thatch, Ith-Chay; ship, Ish-Pee; shake, Ish-Kay; sheaf, Ish-Ef; bath, Bee-Ith; bathe, Bee-Thee; fife, Ef-Ef; gem, Jay-Em; fare, fire, Ef-Ar; veer, Vee-Ar; name, En-Em; lash, Lay-Shay; faith, Ef-Ith; Nash, En-Ish; knave, En-Vee; mail, Em-Lay; harsh, Ar-Ish; dare, Dee-Ar; game, Gay-Em; ink, Ing-Kay.
- (c) Veto, Vee-Tee; thorough, Ith-Ray; aside, Es-Dee; chamois, Ish-Em; asthma, Es-Em; awning, En-Ing; avail, Vee-El; valley, Vee-Lay; ninny, En-En; lily, Lay-Lay; error, Ar-Ar; many, money, Em-En; among, Em-Ing; shell, shallow, Shay-Lay; penny, Pee-En; seeth, Es-Ith; also, lassie, Lay-Es; leeway, Lay-Way; lower, Lay-Ar; mazy, Em-Zee; massy, Em-Es; funny, Ef-En; honey, Hay-En; heavy, Hay-Vee; holy, Hay-Lay; Emily, Em-Lay; Lehigh, Lay-Hay; early, Ar-Lay;

awoke, Way-Kay; rally, Ray-Lay; ferry, Ef-Ray; hurry, Hay-Ray; knock. En-Kay; maim, Em-Em; fish, Ef-Shay.

(d) Dogma, Dee-Gay-Em; notary, En-Tee-Ray; injury, En-Jay-Ray; miller, Em-Lay-Ar; polish, Pee-Lay-Shay; alarm, Lay-Ar-Em; caloric, Kay-Lay-Ar-Kay; bulfinch, Bee-Lay-Ef-En-Chay; avenue, Vee-En; evade, Vee-Dee; equity, Kay-Tee; militia, Em-Lay-Ish; Toledo, Tee-Lay-Dee; Marietta, Em-Ray-Tee; catholic, Kay-Ith-Lay-Kay; comic, Kay-Em-Kay; marriage, Em-Ray-Jay; demolish, Dee-Em-Lay-Shay.

Determine the outlines for the following words, bearing in mind that words are spelled by sound in shorthand, and only the sounded letters are written.

- (e) (Words of one stem). Aid, may, edge, etch, alley, icy, eighty, ache, yea, easy, Ohio, gnaw, ode, oak.
- (f) (Words of two stems). Talk, chalk, item, chime, data, top, ink, fame, move, mouth, sheep, faith, palm, shock, chip, dish, ditch, joke, peak, calm, tithe, fetch, latch, match, page, peg, keep, deck, peach, dock, dodge.
- (g) (Words of three stems). Baggage, Canada, Chicago, Jacob, revenue, abolish, damage, foliage, dominoe, deputy, alarm, marriage.

LESSON III

THE VOWEL ALPHABET.

22. We have thus far presented only the consonant elements of language. For the complete representation of speech, vowels are necessary. The stenographer in active practice, whether in the office receiving dictation or in the court room in verbatim reporting, relies almost solely on the outlines of words, vowels being only occasionally inserted for greater legibility. The reporter and the amanuensis use almost identically the same outlines, varying only in the degree of skill in forming them, and differing in familiarity with stenographic material and the use of special expedients. There is, therefore, in actual practice no such distinction as corresponding

and reporting styles. The term Corresponding Style has been used to indicate the fully vocalized outlines while Reporting Style has been applied to partially vocalized outlines. Because the reporter relies largely upon consonant outlines, the beginner must not entertain the notion that vowels are unnecessary or unimportant. Whoever wishes to arrive at even ordinary speed must be willing to go through a course of thorough drill on the vowels until they are as familiar as ordinary letters. They are quite as important as the consonants.

- 23. There are twelve distinct vowel sounds in our language, and phonography has provided them with twelve distinct signs.
- 24. The Signs for the vowels are dots and dashes placed in three positions beside the consonant stroke to which they belong. The following table will indicate clearly the position and character of these dots and dashes. The letter Tee is used only to indicate the position of the vowel.



25. Phonetic Spelling.—As noted in Sec. 11, sounded letters only are written. To illustrate, gnaw in shorthand would be spelled n-aw; etch would be spelled ě-ch; ache would become ã-k. The ordinary spelling of a word has nothing to do with the phonographic manner of writing it. If the student is unfamiliar with phonetics, and is in doubt as to the exact sounds composing a word, let him pronounce slowly the word to be written, and then pronounce separately the sounds composing the word. In other words, let him spell the word by

sound, or separate the word into its constituent sounds. In that manner the sounded elements only are likely to be written. (See Chapter on Phonetics.)

26. As shown in the foregoing table, a heavy dot in the first position, or opposite the beginning of a stem, represents the long sound of e, or e as in the words key, lea, see. A heavy dot in the second position, or opposite the middle of a stroke, represents the long sound of a, or a as in pay, may. A heavy dot in the third position, or opposite the end of a stroke, represents the Italian sound of a, or a as in ah, arm.

A light dot in the first position indicates the short sound of i, or i as in it. A light dot in the second position indicates the short sound of e, or e as in met. A light dot in the third position represents the short sound of a, or a as in at. In like manner the heavy and light dashes represent the sounds as indicated in the foregoing table.

- 27. The Placing of vowels to stems is governed by certain principles given below. They are inserted always after the consonant outline has been made.
- 28. Reading.—The order of reading consonants and vowels is the same as in longhand. Read that first which comes first, or read from left to right, and from above downward. In other words, if a vowel is placed at the left of a stroke it is read before it; if it is placed at the right of a stroke it is read after it. If a vowel occurs above a horizontal stem, as Kay or Em, it is read before the stem. If it is found below a horizontal stroke it is read after the stroke. Besides the following illustrations see the Reading Exercise connected with this lesson.

29. The Position of a vowel is reckoned from the beginning of a stem. The stems which are made upward (Lay, Ray, Shay and Hay) commence on or near the line of writing, and a first-place vowel would accordingly be written at the beginning of the stem; as,

30. When vowels occur between two consonant strokes they are written in accordance with the following principles:

I. All first-place vowels are written beside the first stem; as,

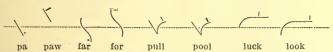
II. Second-place vowels are written beside the first consonant when long; beside the second consonant when short; thus,

III. All third-place vowels are written beside the second consonant; thus,

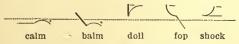
REMARK.—The object of the first and third rules is to avoid the placing of vowels in angles. This secures greater legibility in the reading of certain words. For instance, if the word pack be written thus — by placing the third-place light vowel in the angle, it might be read for pick, the vowel being mistaken for a light first-place belonging to Kay. Hence the reason for the third rule. The object of the second rule is to distinguish more surely between the light and heavy vowels when imperfectly made, as a heavy vowel would then not be found immediately preceding a second stem, nor would a light second-place vowel be found after the

first stem. The student will bear in mind these rules have reference to vowels occurring only between stems.

31. The following illustrations will show the learner the difference between certain vowel sounds which an untrained ear may at first confuse.

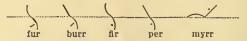


32. It is sometimes difficult to distinguish between the sound of the heavy third-place dot and the sound of the light first-place dash. The heavy third-place dot does not occur very often, and it is always represented by a, as in ah, far, calm, and is a longer, heavier sound than the short sound of o, as in doll, represented by a light first-place dash. When the sound is represented by a, in common orthography use the heavy dot third-place; when it is represented by o, use the light first-place dash.



- 33. The consonant r has a peculiar power of modifying any vowel sound immediately preceding it, which gives rise to some difficulties for the beginner, especially with a preceding r, as in air, dare, there. As the sound of this vowel in most parts of the country more nearly approaches the short sound of a (as in at), pupils will rightly use the third-place light dot. Pupils from England and the eastern parts of the country give it a more open sound approaching long a (as in ale), and will represent it by the heavy second place dot; and it is thus generally represented throughout this book.
- 34. In such words as fir, fur, berry, bury, some teachers adopt the plan of vocalizing with a light second-place dash when the sound is represented in longhand by u, and when

the sound is represented by any other vowel than u the light second-place dot is used. Other teachers follow the sound as they conceive it to be, and use the sign which most nearly represents it.



35. Beginners must bear in mind that words are written as they are sounded, not as they are spelled. Double consonants are not repeated. To illustrate with the word funny; the double consonant is not repeated, and the final y has the sound of short i.

Caution: Place vowels exactly where they belong. Avoid placing them midway between two positions so that it is impossible when reading them to tell for what position they were intended.

THE RULE OF POSITION FOR WORDS.

- 36. There are three positions for the consonant outlines, corresponding with the vowel positions. An outline is said to be in the first position when its first perpendicular or inclined stroke is half a consonant length above the line of writing; it is in the second position when its first perpendicular or inclined stroke rests on the line of writing; and it is in the third position when its first perpendicular or inclined stroke is written through the line of writing. When the outline consists wholly of horizontal characters, it must be written nearly the height of a consonant stroke above the line of writing for the first position; on the line for the second position, and a slight distance below the line for the third position.
- 37. The Accented Vowel of a word determines its position. If the accented vowel is first place, the outline of the word is written in the first position; if the accented vowel is second-place, the outline is written in the second position;

if the accented vowel is third-place, the outline is written in the third position. This rule secures greater legibility, for if the vowel be omitted, it would not be difficult to determine it by the position of the outline.

NOTE.—An exception to this rule is found in a few drivatives where legibility requires them to follow the position of the primitive, without regard to the rule of position.

PUNCTUATION.

38. The marks of punctuation used in Phonography are as follows:

Period/	Laughter	
Dash Interrogation ?	Paragraph	# <u></u> .or_//_,
Exclamation	Applause	.@
DoubtO	Hissing	8
Hyphen		

39. Very little use is made of punctuation in phonographic writing. The period, the dash, and the indication of capitals are the only ones frequently used, as the reporter has no time to indicate the minor pauses. At times, however, the comma, colon, and semi-colon are used when the reporting is not too rapid, and a correct interpretation of the meaning of the speaker in transcribing would demand it. When the reporter has not time to insert even the period, it is indicated by leaving in the notes a considerable space, to correspond with the pauses of the speaker's voice. Many writers are in the constant habit of indicating a semi-colon in the same manner. The length of the space thus left will vary according to the relative size of one's characters, but if the reporter writes as large a "hand" as the engraved exercises herewith, the space left should be about three-quarters of an inch.

If the signs for the interrogation and exclamation marks are made in the ordinary way they might be mistaken for shorthand characters, hence, it is best to use the cross instead of the dot in making them.

The Dash is made double to avoid its being mistaken for Kay.

- 40. **Emphasis** is indicated by the sign used for capitalization or by the usual underscoring sign used in longhand.
- 41. Initials of proper names are best written in long hand. If there is not time for this, such characters should be selected as will indicate the common and not the phonetic initial, as Pee not Ef should be used as an initial for Philip. When practicable it is best to write proper names in both short and long hand, especially if the name be an uncommon one. The stenographic characters do not indicate the spelling of a name, but what is quite as important, they give its pronunciation, which the spelling does not give. Proper names when written in shorthand should be fully vocalized. The following alphabet may be used in reporting when there is not sufficient time to write the initial in longhand:

- 42. S and R are very likely to be misread, and the character for S should invariably be written in longhand.
- 43. Importance of the Reading Exercises.—Ample attention should be given to the following and all subsequent engraved Reading Exercises, for they are fully as important as the Writing Exercises which follow each lesson. They should not be hurried through but read leisurely and thoroughly, and also transcribed into longhand. No amount of mental quickness will compensate for lack of thorough drill in reading. The following exercise is designed as a drill on the vowels, and the student will remember that when they occur between stems, all first-place vowels belong to or are written after the first stem; second-place vowels belong to the first stem when they are *long*, and to the second stem when they are *short*; and that all third-place vowels belong to the second stem.

READING EXERCISE.

1x - 1 (v)) -) - () - ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
2 UPWARD STROKES 4.6. C.C.C.C.C.C.C.C.C.C.C.C.C.C.C.C.C.C.
3 <u> </u>
4
5 V
6 F V V Y 7 7 ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
7
8->
9
107-7-9-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
U T V X X X X X X X X X X X X X X X X X X
12 ~ ~ // . ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
13 (
15 (X) — X — X — X — X — X — X — X — X — X —
15 (15)
16 /// 1 1 7 - x) 1 3 - x - x - x - x - x - x - x - x - x -
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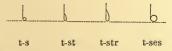
VOWEL WRITING EXERCISE.

- 44. In the following and succeeding Writing Exercises the learner must adhere strictly to the rule of position. Words containing first-place vowels must be written above the line; words with second-place vowels on the line; and words of third-place vowels through the line. If the word contains more than one vowel, then the accented vowel determines the position of the word.
- (a) Tame, fame, team, deep, cage, peak, boom, knave, poke, peach, poach, leap (Lay-Pee), foam, teeth, teach, name, fear, four (Ef-Ar), mar (Em-Ray), doom, leaf (Lay-Ef), cape, pail (Pee-Lay), both, meek, chalk, mole (Em-Lay), leak (Lay-Kay), beam, tape, comb, calm, tar (Tee-Ar), cheap, sheaf, reach, nail (En-El), cheek, choke, Job, coach, cake, coke, game, faith, vogue, sheep, shape, pope, robe (Ray-Bee), joke, daub, gauge, coop, cope, theme, maim.
- (b) Mop, top, cap, tip, shock, cup, vim, neck, thumb, gum, chip, cash, pack, pick, peck, check, path, badge, shook, fag, fig, nap, gem, pop, king, nip, mock, muck, mack, knack, pith, patch, pitch, fetch, thick, fish, gash, ink, tag, tug, tub, touch, dip, dog, dumb, chap, chop, jib, judge, Jack, jug, gig, gang, miff, moth, niche, knock, ship, shop, earl (Ar-Lay).
- (c) Pay, paw, dough, toe, go, caw, eight, edge, law, gnaw, no, shoe, sew, ah, bow, ache, oak, ape, obey, abbey, eddy, eighty, oath, thaw, pshaw, show, eel, ale, awl, aim, woe, woo, yea, hoe, eke.
- (d) Bake, beck; cope, cup; make, muck; nail, knell (En-El); poke, puck; beak, back; take, tuck; choke, check.
 - (e) Bathe, bath; boothe, booth; tooth, toothe.
- (f) Veto, meadow, shaggy, shabby, bevy, funny, haughty, honey, Hannah, boquet, Mattie, mummy, many, copy, Kittie, Cuddy, pity, petty.
- (g) Fathom, anthem, damage, depth, effect, comic, invoke, beneath, fagot, cabbage, Jacob, enigma, topic, vacate, picnic, demagogue, Anthony, Timothy, antique.

LESSON IV.

CIRCLES AND LOOPS.

- 45. We have thus far presented an alphabet by which any word in the language may be expressed. Briefer forms are, however, necessary for the requisite speed, and from this point on the learner will deal with successive steps of abbreviation embodied in circles, loops, hooks, and other devices which afford means for contracting words, and at the same time securing their full expression. Some of these devices are very old. The circle, for instance, is said to have been used for the sound of s by Mason in England in 1703. Most of the hooks have been used for one sound or another for many years, although to Mr. Graham and Mr. Pitman belongs the credit of the present use of the circles and hooks.
- 46. The sibilants s and z, and the sounds of st, str and ses, are furnished with the brief signs shown below, joined to the stem Tee.



- 47. The Name of the small circle for s or z is Iss, while the name of the stem sign, it will be remembered, is Es. When joined to a stem the circle may be named in conjunction with the stem; as Pees instead of Pee-Iss.
- 48. The joining of the circle to consonant stems seems such an easy matter as to require no explanation, but certain rules are to be observed to secure accuracy in reading. These rules are as follows:

(a) To straight stems the circle is joined on the right hand side, except to Kay, Gay, Ray and Hay, to which they are written on the upper side. In other words, the circle is joined by a motion from left to right, the same as used in writing the long hand \mathcal{O} . The following illustrations will show the method of joining the circle to straight stems:

Note.—This rule must be carefully followed, because the circle has a different signification when written on the other side of straight strokes.

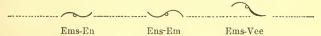
(b) The circle is joined to curved stems on the inside of the curve, or, in other words, the circle must follow the direction of the curves; thus,

(c) Between two straight stems, both of which are written in the same direction, the circle should be joined on the right-hand side, or upper side; as,

(d) The circle is joined on the outer side of two straight stems that form an angle at their junction; thus,

(e) If a circle occurs between a straight and a curved stem, it is joined on the inner side of the curved stem; thus,

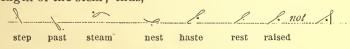
(f) Between two curved stems the circle is generally turned on the inner side of the first stem; thus,



When a circle begins an outline it is read before the vowel or stroke, as in lines 1 and 2 of the Reading Exercise of this lesson. (b) When a circle ends an outline it is read after the vowel and stroke, as in line 3 of the Reading Exercise.

To illustrate this more fully, take the word *cities* and it will be found that the initial circle is read first, then the vowel before the stem, then the stem, then the vowel after the stem, and lastly the final circle.

50. A Small Loop is used to represent the sound of st initially, and zd as well as st finally, and is made by lengthening the small circle into a loop extending less than half the length of the stem; thus,

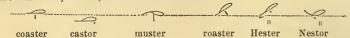


- 51. The Name of the small loop is Stey. It may also be named in conjunction with the stem, as Peest instead of Pee-Stey.
- 52. The Stey loop should not be used when a vowel comes between s and t; nor when t is followed by a final vowel, as in

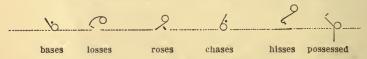


53. The Large Loop, extending about two-thirds the length of the stem, and somewhat wider than the Stey loop, is used to represent the sound of *str*, when it is a final syllable.

It may also represent any vowel sound that may occur between the t and r; thus,



- 54. The Name of the large loop is always formed in connection with the stem, as Peester. When this loop is spoken of or referred to among stenographers, or between teachers and pupils, it is entirely unaccented. The first syllable is accented to distinguish it from another combination of *str* which is presented later on. This loop is never written initially nor medially, but always finally.
 - 55. The Large Circle represents ses, sez, zez, zes; as,



56. As shown above, the large circle represents the syllable ses with the short sound of e. It may be vocalized for other vowels by writing the vowel sign within the circle; thus,



57. The Name of the large circle is Ses.

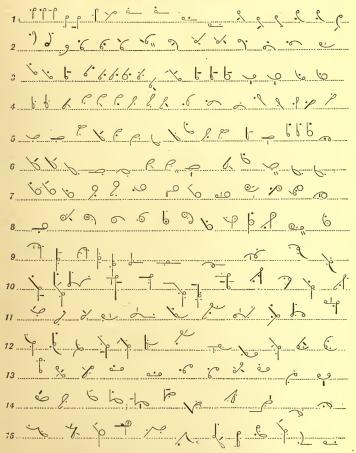
Note.—See Sec. 112 for rules governing the use of Es and Zee.

58. Iss may follow Stey or Ster or Sez:



59. The following Reading Exercise will render familiar the method of joining the circles and loops:

READING EXERCISE.



WRITING EXERCISE.

60. (a) Seat, Stee; such, Iss-Chay; seek, Skay; safe, Sef; save, Iss-Vee; soothe, Iss-Thee; sash, Iss-Ish; lays, lace, Lays; gnaws, Ens; hose, Hays; amaze, Ems; sashes, Iss-Ish-Iss; suppose, space, Spees; gasp, Gays-Pee; exceed, Kays-Dee; visit, Vees-Tee; chasm, Kays-Em;

mask, Ems-Kay; deceit, Dees-Tee; beseech, Bees-Chay; Joseph, Jays-Ef; spasms, Spees-Ems; hasten, Hays-En.

- (b) Post, Pee-Stey or Peest; toast, Teest; chest, Chayst; coast, Kayst; nest, Enst; mast, Emst; lost, Layst; erased, Arst; stop, Stey-Pee; state, Stey-Tee; stitch, Stey-Chey; stage, Stey-Jay; steel, Stey-Lay; star, Stey-Ar; stem, Stey-Em; stomach, Stey-Em-Kay.
- (c) Poster, Peester; Chester, Chayster; faster, Efster; vaster, Veester; lustre, Layster; muster, Emster; Hester, Hayster; roaster, Rayster.
- (d) Pieces, Peeses; bases, Beeses; tosses, Teeses; chases, Chayses; gazes, Gayses; faces, Efses; vases, Veeses; ceases, Esses; laces, Layses; erases, Arses; Moses, Emses; nieces, Enses; hisses, Hayses; roses, Rayses; timorous, Tee-Em-Rays.
- (e) Soap, sub, sob, sit, sage, obese, sick, salve, piece, apes, pace, pose, pause, lees, loss, laws, aims, paused, teased, chased, just, casts, honest, most, lists hissed, stoop, stub, steel, stole, steam, stem, pastor, posters, Lester, master, jester, Rochester, coasters, toasters, masters, possess, excesses, molasses.
- (f) Passive, basin, massive, besiege, gossip, testy, pasty, beset, deceit, justice, gazette, faucet, gusty, necessity, possessive, excessive, desist, Mississippi.

LESSON V.

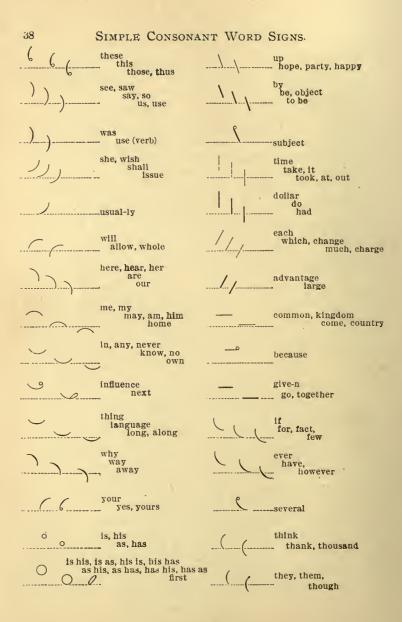
WORD SIGNS.

61. Brief and suggestive characters called word signs are employed for all the more common words. They are not arbitrary characters, but abbreviated forms, expressing one or more of the principal sounds of the words they represent, and in most cases that part of the outline is chosen which is suggestive of the full word. Before one can report he must be able to write every word that he hears without the slightest hesitation. He must be able to write the outline of an uncommon word with nearly as much ease as the simplest word sign, and the highest speed in any system is reached only when every word in the language becomes practically a word sign. There is little time to stop to analyze a word, no

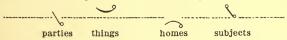
matter how swift the mental process of analysis may be. It is true this requires a vast amount of labor, but it is a labor which grows more delightful as one proceeds in it.

Although strictly speaking many forms in the following list are not word signs, but unvocalized outlines, yet they occur so frequently that they are put into a list to be learned by rote and perfectly familiarized in connection with the Writing Exercises following.

- 62. The Position of the word sign is shown in the following list by the dotted line. When no line appears the sign is to be placed in the second position. The rule of position explained in Sec. 36 is not strictly adhered to in the formation of word signs, as it is sometimes necessary for the sake of distinction between words having the same outline to place one of them out of position. Thus, do is placed on the line to distinguish it from had, both belonging, according to the rule, in the third position. So the sign for which, is placed on the line to distinguish it from each. When position must be thus disregarded, the word with the light vowel, rather than the word with the heavy vowel, is placed out of position, and that with a heavy vowel rather than a word with a diphthong.
- 63. Where a hyphen and added letters occur, as *thank-ed*, it indicates that the same sign stands for both words.
- 64. The student may follow his own method of learning the word signs. There is no specially easy way. The constant reading and writing of them is indispensable to any method. It is important that they should be thoroughly fixed in the mind, and they are placed thus early in the study that the student may make frequent reviews of them at intervals between the other exercises or in connection with them If the sign with its position is spoken by the student at the same time it is made with the pen, it will help to fix it in the memory; thus, Dee¹, dollar; Dee², do; Dee³, had, etc.



- 65. When two or more words have the same sign, as hope, party, or is and his, the context will readily enable the writer to distinguish between them.
- 66. The plural number and the possessive case of nouns is indicated by adding Iss to the word sign; as,

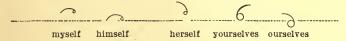


67. The third person of the singular number and the perfect participles of verbs are expressed by the addition of Iss, Ses, or Stey; as,



takes thinks influences influenced commonest

68. Iss and Ses are also used to add *self* and *selves* to pronouns; as,



- 69. Ses¹ may also represent is as, and his has; and Ses² is used for as is, and as his.
- 70. Derivatives from the words of this list may be formed by writing the character representing the derivatives, either joined or disjoined to the word signs; as,



NOTE.—Sometimes when words are written in full it is necessary to disjoin a letter to form the suffix, as, cautiously. In phonographic nomenclature the colon is used to indicate that the stems are to be disjoined.

WRITING EXERCISE.

71. Word Signs. Advantage, allow, along, am, any, are, as as has, at, away, be, because, by, charge, charged, come, common, commonest, commonly, country, do, dollar, each, ever, fact, few, first, for, give, given, had, has, has as, have, hear, her, here, him, his, hope, however, if, in, influence, is, is his, it, its, it is, kingdom, know, language, large, long, may, me, much, my, never, no, our, out, next, own, see, several, she, shall, so, subject take, time, thank, them, these, they, thing, think, this, those, thousand, thus, to be, together, up, us, use (noun), use (verb), usual, usually, was, way, which, whole, why, will, wish, yes, your.

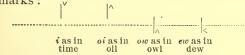
Derivatives.—Hopes, parties, subjects, times, takes, its, it is, itself, does, advantages, kingdoms, countries, country's, comes, gives, facts, thinks, thanks, thousands, this is, this has, themselves, sees, uses (noun), uses (verb), wishes, hers, herself, ourselves, myself, himself, knows, owns, influences, influenced, language, yours, yourself, yourselves.

Sentences.—I. It may be seen at any time in my niece's home. 2. Several think it will be given away. 3. Why will she use her influence for them in this way? 4. Joseph will this day take the last stage for home. 5. They will come out here together. 6. Her influence will do much for them. 7. Your income will be large. 8. Which are to to be given away? 9. She may think so. 10. Are they home? 11. Will they go our way? 12. Why do they buy so many? 13. Will they allow it to be given away? 14. If she is here she will have her own way. 15. Such things are common enough in this country. 16. She uses our language in her own way. 17. It is usual for them to be seen together.

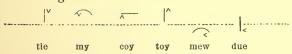
LESSON VI.

DIPHTHONGS.

- 72. A diphthong is the union in one syllable of two vowels both of which are sounded. There are four diphthongs in English, and they are found in the words by, oil, bow, few.
- 73. In shorthand they are represented by the following angular marks:



74. The placing of these diphthong signs to consonant outlines is governed by the same rules as given for vowels. The direction of these signs, unlike the dash signs for the vowels, is never changed to correspond with the direction of the consonant signs:



- 75. The sound of u immediately preceded by an r, as in *rude*, *bruise*, etc., is not properly a diphthong, but a vowel, and the third-place heavy dash is used to represent it.
- 76. The sound of uo in buoy may be represented by shading the character for ow; thus, buoy.
- 77. There are a few words in which two vowel signs are required to be written to one stroke, in which case the vowel

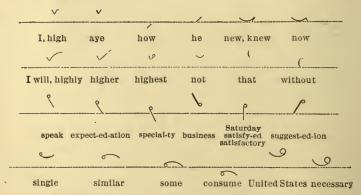
which is sounded next to the consonant should be placed nearer thereto; as,

78. When convenient the diphthong signs may be joined; as,

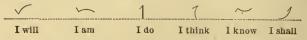
iota eyed bow cue

SECOND LIST OF WORD SIGNS.

79. In the following list a few word signs involving the halving principle are placed out of their logical order that we may avail ourselves of their use in the Reading and Writing Exercises which follow.



80. I-Tick.—A small initial tick in the direction of the Pee, Chay or Ray, joined to the following word, is used to represent the pronoun *I*; thus,



READING EXERCISE.

5 x 6, 2: , 6 , 1 & 0 0 0 0 0 0 0 0 0 5 1 1 / 6 / 2 2 2 6 / / 6 6 2 3 z & 6 2 P L S S P C P C T L 12 0 0 B-Q-7,-7,-1,-5,-5,-1,-5, ((-(-(-)/6-)-e-e//10-)/

WRITING EXERCISE.

- 81. (a) Pie, pies, vie, vies, die, dice, sigh, high, alley, arise (Ars), sign, sky, Silas, styles, cite, sight, side, nice, nicer (Ens-Ray), nicest, ice, eyes, spice, chime, rhyme (Ar-Em), slices, sliced, enticed, piety, lyre (Lay-Ar), abide, desire (Dees-Ar), deny, tyro (Tee-Ray), virus (Vee-Rays), dignify, terrify.
- (b) Boys, coy, poise, toys, toil (Tee-Lay), voyage, enjoys, oil, spoil (Spee-Lay), soil, alloy, decoy, noise, noised, noises, ahoy, hoist, hoists, envoy, joist, voice, voices, Savoy.
- (c) Bow, vow, vows, mouse, sour (Iss-Ar), cow, stout, thou, Dow, owl, cowl (Kay-Lay), vouch, couch, scow, endow, south, house, arouse (Ars), aroused (Ar-Stey), ounce.
- (d) Pews, views, sue, accuse, accused, accuses, yews, Jews, cube, dnpe, fuse, effuse, effuses, effused, fume, lure (Lay-Ar), hue, muse, ruse (Rays), suit, stew, nephew, puny, refuse (Ray-Efs), sinew, venue, ensue, rescue (Rays-Kay), bureau (Bee-Ray), obtuse, Mayhew.
 - (e) Unite, Tioga, Cayuga, occupy.
 - (f) Tower (Tee-Ar), shower (Ish-Ar), Ohio, idea, iota, ivy.
- (g) Word Signs.—Aye, eye, he, highly, how, knew, new, now, that, high, higher, highest, speak, expect, special, suggest, satisfy, Saturday, expected, expectation, satisfied, suggestion, single, United States, necessary, similar, business, some, consume.

LESSON VII.

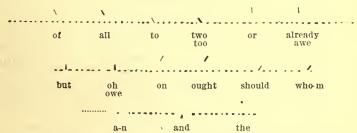
PETOID WORD SIGNS.

82. A Petoid is a quarter length Pee; Tetoid, a quarter length Tee, and so with the other straight stems. Hence, the following word signs are called Petoids. These names are convenient in referring to these signs; as, Betoid¹, for instance, is the name of the word sign for all.

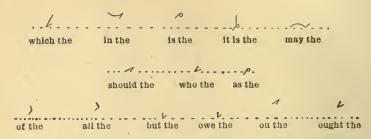
83. They are also called vowel word signs, as they are the vowel signs, written in changed directions, for the respective words. The signs for of and all are in the first position because their vowels are first-place vowels. As the vowel signs, when not written beside a consonant stroke, can be written conveniently in but two positions, all the first-place vowels, when used as word signs, are retained in their proper positions, while the second and third-place vowel signs are written on the line. Hence, the reason for the positions of the word signs composing this group. In actual work these signs are a trifle longer than one-quarter of a stem, but care should be used not to make them too long, as they might be mistaken for half sized characters, explained later on.

(Third List.)

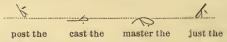
VOWEL WORD SIGNS.



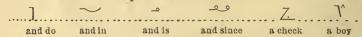
- 84. All the above word signs should be written downward with the exception of *on* and *should*, which should generally be written upward.
- 85. The Tick.—The is joined as a final tick, sloping upward or downward in the direction of Pee, Chay, or Ray. It is preferable, however, to select the tick which when joined makes the sharpest angle. It should not be used as an initial tick. When the cannot be conveniently expressed by the tick the dot sign should be used.



86. When this tick follows the Stey loop, it should not cross the stem, but should be made as illustrated below:



87. **A-An-And Tick.**—A small horizontal or perpendicular tick is used to express *a*, *an*, *and*:



88. For ease and certainty of reading this tick should be made initially only, although it is sometimes used as a final tick, where an initial joining is impracticable, and when used as a final tick, Ketoid should be used rather than Tetoid, as in the phrase,

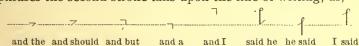
Because a stop was necessary.

Some writers, however, prefer to make it initial only, using the dot sign for a, an, and, when it cannot be joined initially, and this practice we strongly recommend.

89. When the tick for *he* stands alone or begins a phrase it must rest on the line, and is generally written downward to distinguish it from *should*. It is sometimes made final, in which case the context must distinguish it from *the*.

The initial tick for I is always in the first position.

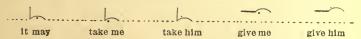
90. These ticks have no position of their own, but take the position of the words to which they are joined, with the exception of and the, and a, which, when standing alone, should have the first stroke rest upon the line of writing. They are thus distinguished from and should, and but, in which phrases the second stroke falls upon the line of writing; as,



91. Phrasing.—The student may learn at this point that simple words are frequently joined into phrases. Not being accustomed to join words in longhand writing, phrasing may seem awkward at first, but the practice soon becomes one of the most fascinating features of shorthand, as it increases both speed and legibility. Something more will be said upon this subject later on; for the present it is enough to know that only those words which belong to the same grammatical phrase should be joined. In other words, if a pause intervenes between the words, they should not be phrased. Sometimes the same words are joined in a phrase which at other times would be separated. The following will illustrate the method of joining word signs into phrases:



92. Word signs are sometimes vocalized when phrased to secure very clear distinctions; as,



93. The circle Iss is often joined to add is, his, as, has or us. Some judgment must be exercised, however, in joining the circle to add these words, as they sometimes conflict.

- Thus, may stand for gives, give his or give us. When the context is not likely to determine which is meant, the signs must be disjoined and the stem Es must be used for us.
- 94. The first word of a phrase generally determines its position. Thus phrases beginning with *I* or any first position word sign, must commence above the line. Phrases beginning with *he* must commence on the line. Phrases commencing with *how* must begin under the line, as will be seen by the accompanying Reading Exercise.
- 95. Prefixes and Affixes will be fully treated in a subsequent chapter. A few occur so frequently it is deemed best to present them at this point, that we may have a greater variety of words to draw from in the illustration of subsequent principles. CON or COM is expressed by a light dot at the beginning of a word; as,



(a) The reporter generally implies con, com or cog by writing the remainder of the word under the preceding word; as,

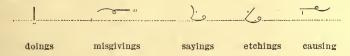


96. Ing is expressed by a light dot at the end of a word; as,



97. When it is desirable to distinguish *ing* from *ings* the dot may be repeated for *ings*. There is nothing to prevent the writer from using the stroke for Ings, if he so desires, and,

indeed, it should be used when this affix forms part of a noun, or when it follows the iss circle; thus,



98. -ing the. The affix ing and an immediately following the is expressed by disjoining the tick for the, and writing it in the place of the ing dot; thus,



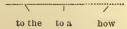
99. -ing-a-an-and. The affix ing and an immediately following a, an or and is expressed by disjoining the tick for a-n-d, and writing it in the place of the dot for ing; thus,



100. When *I* occurs between two words closely related it may be joined by a straight tick, that is, in the direction of Tee or Kay. It will not conflict with the *a-tick*, but it must be Ketoid or Tetoid to distinguish it from the *he-tick* which is always slanting:



may be represented by Tetoid under the line and to the by Petoid under the line. Retoid under the line represents how.



READING EXERCISE.

4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
2 (((((((((((((((((((((((((((((((((((((
3 /) , ())))))))))))
4 ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
5 ())
£ 2 9 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
7 THE-TICK \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
8 11 11 0000000000000000000000000000000
8 AN·N·NO] \ \ ~ 7 / ~ ~ 7 .7 .7 .7 .7
015~9,7-,777,712
11 PHRASES AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
126///77777)
13 HIS, 15 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
14 HAS, AS 6 6 6 0 0 p p p p p p p p p p p p p p p
15 1-TICK 1 1 1 1 - 17 () 2) 1 2 2 2
16 mmnnn~~ 11 mm
17 HE-TICK 1 7) 1 1 2 2 2 1

WRITING EXERCISE.

- 102. (a) Of, all, to, two, too, or, already, but, oh, owe, on, ought, should, who, whom, a, an, and, the.
- (b) Up the, hope, by the, be the, to be the, subject the, take the, time the, at the, it is the, do the, had the, each the, which the, much the, because the, give the, if the, or the, ever the, have the, think the, thank the, that is the, this is the, see the, so the, use the, was the, is the, as the, wish the, shall the, hear the, are the, here is the, may the, in the, know the, own the, influence the, why the.
- (c) Save the, sing the, wishes the, stop the, back the, knows the, post the, stole the.
- (d) And do, and may, and say, and think, and several, and give, and of, and or, and already, and but, and owe, and on, and ought, and should, and who, and a, and the, a thing, a way, a book, an hour, an oar, an advantage.
- (e) Doing the, thinking the, showing the, asking the, wishing the, hoping the, composing the, comparing the, committing the, confessing the, buying a, oiling a, seeing a, reaching a, hearing a.
- (f) It may, which may, they may, each may, much may, she may, will do, will be, will have, will think, give them, give this, give that, give those, give him, give me, give my, take them, take him, own them, see him, charge him, know them, hear me, hear them, in them, by me, by them, it is, it was, shall be, by me, shall have, if they, shall do.

Commence the following phrases above the line: I hope, I shall, I do, I had, I take, I charge, I come, I give, I think, I thank, I see, I say, I was, I use, I will, I hear, I am, I know, I never.

Commence on the line of writing: He hopes, he takes, he charges, he comes, he gives, he thinks, he has, he shall, he will, he may, he knows, who may, who will.

Commence under the line: How it, how do, how much, how easy, how are, how many.

(g) I. It may be ready (Ray-Dee) in time for the next mail (Em-Say). 2. Give my best wishes to the boys. 3. It was of some advantage to us all. 4. I hope you will use your influence for them. 5. I shall take charge of these things for some time to come. 6. This may

seem to be too large. 7. I hope they will soon take savantage of it.

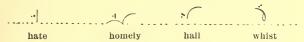
8. I know it will be given away. 9. I will give them to him in time for the first mail (Em-Lay). 10. The study of this language is new to us and takes up much of our time. 11. Now they will see life (Lay-Et) as it is in a large city. 12. It will be of much advantage to them 13. They will not allow him to go away just now. 14. This is no reason why they should charge so much. 15. It is not so cheap as it seems at first, 16. I think it will last a long time. 17. I have seen many changes since I came here last season. 18. I will look (Lay-Kay) for them early (Ar-Lay) in the day. 19. I saw them pass by in a new buggy.

20. I have not said all I desire (Dees-Ar) to say on this subject. 21. He may not know how to use them to advantage. 22. I see no reason why you should change your way of thinking. 23. I will allow him so much for his house.

LESSON VIII.

THE LETTER H.

103. The letter h represents only a whispered utterance, a slight blowing or expulsion of the breath, and hence is called an aspirate. To aspirate a vowel is to sound h before it. The sound of h is most frequently represented by writing a light dot before the vowel or diphthong which follows it; as,



NOTE.—In the combination wh, this method of representing h is not phonetic, but follows the method of the common orthography. (See Appendix).

- ro4. Uses of the Hay Stroke.—It may be stated as a general rule that Hay is used only when it is necessary to afford a position for a vowel, as in writing the words, *hoe*, *hay*, *Hugh*, etc. Specific rules may be given as follows:
- (a) Use Hay when it is the only consonant stroke in the word, as haw, haste, house.
 - (b) Use Hay when h follows an initial vowel, as ahead.
- (c) Use Hay in words of two or more syllables when initial h forms a syllable with a following vowel, as haughty, hasten, but not homely.
 - (d) The Name of the h-dot is Heh.

Note.—The letter h usually proves troublesome to beginners, especially if they attempt to write general matter before they have learned all the principles, and yet to the practiced writer it is easy of representation. Some writers provide a small tick written in the direction of Chay for the aspirate, but which is generally discarded by the active reporter or the amanuensis. We regard this use of the tick at any time of doubtful utility, as the two methods given above are ample for all purposes. Ticks are so frequently used for such words as I, he, the, and the oid word signs, that it is not well to extend its use to the letter h. Experience and observation will soon teach the student to quickly and surely determine when to use the dot and when the stem.

7///111111-10 10 10 J J J Y Y Y Y C C K N N 77771 1, llellelen j, 2 2 2 1 6 6 2 1 5; ESS SELLACIONE MALA A A MOLITA Sentences . Vi/ I vi/ i 15, 10 of 1 of 6, 00 00 1 1 1 1 1

WRITING EXERCISE.

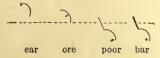
- 105. (a) Heap, hope, heat, hate, hitch, hatch, hedge, hath, hash, hush, hail, hall, howl, hire, Horr, hair (Ar), hang, highway, hugely, whiz, whistle, whist, heath, hood, Hoyle, Hudson, hulk (El-Kay), hammock, humility, hymn, Hindoo.
- (b) Hug, hog, hack, hiccough, hawk, hoax, hoggish, hearse, horse, hoarse (Ars).
- (c) Use the stem sign in the following words: Hiss, ahoy, haste, holy, hollow, hilly, hallow (Hay-Lay), hasty, hero, hurry, Harry (Hay-Ray), hyena, honey, heavy, hobby, husky, haughty, house-dog, house-keeping, hubbub, high, huffy, huzzy, hustle (Hays-Lay), hyacinth, hie, harvest, (Hay-Ray-Veest), hassock, hawser (Hays-Ray), hyssop.

LESSON IX.

DIFFERENT USES OF AR, RAY, LAY AND EL,

Also Ish, Shay, Es and Zee.

- of these stems is used to indicate a preceding vowel, and the upward stroke is used to indicate that the word begins with a consonant and not with a vowel. Thus, air, oar, ark and irregular are written with the downward character, called Ar; while rye, row, rise, robe and regular are written with the upward character, Ray. The following specific rules are of quite general application and cover most of the words in which these stems occur. They also increase legibility by securing a variety of outlines for words containing the same stems.
- 107. General Use of Ar.—Use Ar when preceded by an initial vowel, or when r ends a word; as,



Except,

I. Always use Ray preceding Tee, Dee, Chay, Jay, Ith, En or Sen; as,

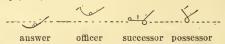


aright arrayed arch urge arena

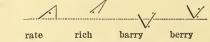
II. Always use Ray following Ith, Em or Ray; as,



III. The sound of final r preceded by iss or ses in the majority of words, is expressed by Ray, because it joins with greater facility; as,



108. General Use of Ray.—Use Ray when r begins a word or when it is followed by a final vowel; as,

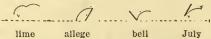


Except,

Always use Ar before M; as,

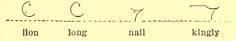


109. General Use of Lay.—Lay is used at the beginning of words whether preceded by a vowel or not; and at the end of words whether followed by a vowel or not; as,



The following exceptions are made to the foregoing rule for the sake of greater legibility and ease of execution:

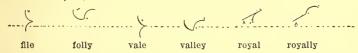
I. Always use El before and after En or Ing; as,



II Use El before Em, Kay or Gay if preceded by a vowel; as,



III Use El after Ef, Vee or Ray unless followed by a final vowel; as,



NOTE.—The above rules are not inflexible, but are subject to such exceptions as may be necessary to avoid inconvenient outlines, which might result if the rules were strictly adhered to.

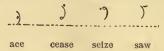
USES OF ISH AND SHAY.

The downward stroke Ish, is generally found more convenient, but when it precedes Lay it must be written upward, as in the words *shale*, *shallow*, *shawl*, etc. In other cases the pupil may use whichever is suited to his hand.

USES OF ES AND ZEE.

The sound of s or z is generally represented by the circles and loops already explained. There is a small class of words, however, in which the stroke signs must be used in order to afford a position for the vowel. The following principles will indicate clearly when the stem signs should be used instead of the circle:

I. When Es or Zee is the only stem in the word; as,

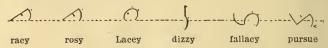


II. When a word begins with a vowel followed by s or z; as,



NOTE.—It will be remembered that a vowel cannot be read before an initial circle, and if we should attempt to write ask with a circle we should have ______ sack as a result.

III. When s or z is the last consonant in a word and is followed by a vowel; as,



IV. When two concurrent vowels immediately follow or precede s or z the stem should be used, as it furnishes more convenient room for inserting the vowels; as,

V. When a word begins with the sound of z it must be represented by the stroke Zee; as,

READING EXERCISE.

2. K. K. K. K. K. J. L. L. L. L. J. J. J. M. V. 4. 1. 1. 1. 2. 2. 2. 1. 1. 1. 1. 1. 1. 3. 3. 3. 2. 2. 7 6 TTTTT OORORAA -- C-6 - C-6 10 ES AND ZEE .)))))-) /) /) /) " A Lo Li y y L J J) (L J)) 12 FKL'TLY 9 La Lyman Cy 13 SENTENCES) C C Y () () () 14 () 1/ (() / · °) \) / A C/

WRITING EXERCISE.

- 113. (a) Ear, ore, air, ere, oar, ire, era, Erie, arm, ark, hark, poor, bar, burr, bore, bear, pair, pier, pore, tear, tore, tar, tire, par, four, fear, fire, boor, veer, jeer, lore, lure, lyre, sore, sear, soar, store, stair, Cæsar, saucer.
- (b) Row, rye, row, rue, ray, rose, rise, raise, rote, rate, ride, wrought, rude, raid, right, wrong, reap, rope, robe, rich, wretch, reach, ridge, ready, reason, root, rock, rogue, risk.
- (c) Urge, arch, earth, arrayed, aright, arena, erroneous, vary, Archie, hearth, Thayer, mar, myrrh, mire, rear, rare, roar, answer, officer, successor, possessor, Moor, sorry, sorrow, story, starry, Cicero, Perry, parry, herry, fiery, ivory, merry, theory, thorough, narrow, Henry, gory.
- (d) Lame, lime, leap, loop, leaf, leave, live, love, loaf, latch, lodge, lock, like, luck, look, elbow, alibi, olive, allude, appeal, pill, pale, bell, tile, toil, dell, dale, earl, early, holy, hollow, folly, felloe, fellow.
- (e) Lion, Illinois, lesson, listen, kneel, nail, null, inhale, file, vale, royal.
 - (f) Shell, shale, shawl, Shiloh, Ashley.
- (g) Ask, asp, acid, Asa, ace, cease, sue, racy, rosy, cozy, busy, escape, easier, Nassau, hazy, lasso, Jessie, science, essence, ease, zeal, zero, Zouave, zest, zealous.

LESSON X.

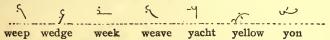
BRIEF SIGNS FOR W AND Y.

These signs are provided for the sake of securing greater brevity and avoiding awkward junctions. The brief Way is a small semi-circle opening either to the right or left; the brief Yay is a small semi-circle opening either upward or downward. The brief Way is called Weh when it opens to the right, and Wuh, when it opens to the left. The brief Yay is called Yeh when it opens upward, and Yuh, when it opens downward; thus.

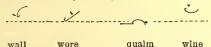
.....

- 115. Either brief sign for W (Weh or Wuh) may be joined to any stem except Hay, Lay, Em, En and Ray. On down strokes Weh will be found more convenient and Wuh will secure the necessary angle on Kay, Gay and Ing, as in the words week, wig, wing, etc.
- 116. Yeh or Yuh may be joined to any stem except Hay, always forming the sharpest possible angle with the stem.

Brief signs are always read before any vowel preceding the stem. The following illustrations will show the manner in which they are joined and read:



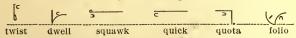
117. On the stems Lay, Em, En and Ray, the brief Way must be joined as a hook; thus,



The Name of the w-hook is formed in connection with its stem, as follows: Wel, Wer, Wem and Wen.

119. The circle Iss may be written within the brief signs for w; thus,

120. The brief signs for w and y are sometimes disjoined and written in the vowel places to indicate both the w or y sound and the vowel immediately following; thus,



121. The use of the disjoined characters for w and y, however, is limited to a few words where the brief sign cannot be conveniently joined.

- 122. Brief Yay is sometimes used to represent two concurrent vowels coalescing very closely, as in the words *opiate*, *curious*, *atheist*, etc. (See line 11 of Reading Exercise for this lesson.)
- 123. When the abbreviated w stands for a dot vowel, the semicircle opens to the right. In other words, Weh is used to indicate that the vowel following the w is a dot vowel. When the abbreviated w stands for a dash vowel, Wuh is used to so indicate it. The signs may be shaded to indicate the heavy dots and dashes, and made light to indicate the light dots and dashes. This distinction, however, is soon disregarded by the reporter.
- 124. The following table will illustrate the method of writing Weh and Wuh, Yeh and Yuh in the vowel places:

WEH SERIES. | C we as in weary | C we as in wit | C we as in wet | C we as in wet | C we as in wag | | D we as in walk | D we as in wot or watch | D we as in wood | | VEH SERIES. | U ye as in yeast | U ye as in yet | | U ye as in Yale | U ye as in yet | | U ye as in Yale | U ye as in yet | | U ye as in yet |

Ü	ye as in Yale yα as in Yale yα as in yacht	U	yi as in yit ye as in yet ya as in yap
U	ya as in Yale	J.	ye as in yet
U	ya as in yacht	U	ya as in yap
^	ya as in yawl	0	yo as in yon
0	ya as in yawl yo as in yoke yoo as in youth	n	yo as in you yu as in young yu as ln yul
n	yoo as in youth	n	yu as lu yul

125. A small right angle is used to indicate the sound of w coalescing with the long sound of i, as in the following words:

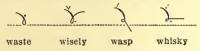
wide wife white

THE STEMS WAY AND YAY.

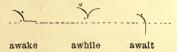
126. The following rules will determine the correct use of Way and Yay.

The Stem Way must be used as follows:

- (a) When it is the only consonant stroke in the word, as in woe, etc.
 - (b) When initial w is followed by the sound of s; as,



(c) When w follows an initial vowel; as



127. The stem Yay is used in all words in which Yay is the only consonant stem, and also when it follows an initial vowel; as,

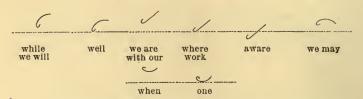
yea yeast oyer

(Fourth List.)

THE WEH WORD SIGNS

128. The following word signs should now be learned:

C)		U		11	
					U		
we with	were	what	would	ye year	yet yesterda	beyond	you



or with my; and in the first position is also a sign for with me or with my; and in the second position it is used for with him. When, in phrases, it is necessary to distinguish with me from with him, it may be done by inserting the vowel; as,

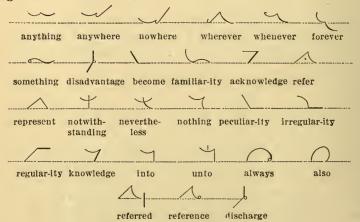


130. Wen in the first position is a sign for with no or we know, and may be distinguished from when by vocalizing.

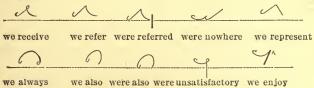
(Fifth List.)

CONTRACTIONS.

131. The student will see the origin of the following signs:



- vriting the disjoined letter suggesting the derivative near the end of the last stroke of the sign. Thus the disjoined Lay would represent ly in the words regularly, irregularly, newly, peculiarly, familiarly, etc. So, En-Ef-Em would stand for unfamiliar.
- 133. The w-hook is used to represent we, were, with in phrases; as,

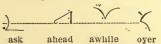


RECAPITULATION.

- 134. The following is a synopsis of the uses of the strokes Es, Hay, Way and Yay, and their respective brief signs, Iss, Heh, Weh and Yeh.
- I. From the rules given under each one of the above letters, it is seen that a brief sign is always read before a vowel; thus,

sack head while yach

II. Hence, when these letters are preceded by a vowel, to read the vowel first, the stroke must be employed; thus,



III. A brief sign being small cannot have three positions for the vowels; hence, when one of these letters is the only sounded consonant in a word, the stroke must be used; thus.



リントンションランランデートンラングで 2927777792266666 5-6.67-222/2000 7 N N A W - X M N L - Y A - Y 11 KG-1-12 2 6 6 17 3 18 19 17 17 17 17 18 12 67 7 5 5 13_ Sentences VIII 14 12 9 7 27 1 1 2 1 1 2 1 1 15 4 (4) 4 (6 2) / 1 2 4 / 16 /6/02/11/2/3/1/2

WRITING EXERCISE.

- 135. (a) Woe, woo, weighs, wise, west, waist, wasp, wayside.
- (b) Weight, wit, wet, wad, wade, weed, wood, web, witch, watch, wage, wedge, week, wig, wag, wake, woke, wave, weave, waver, waif, woof, wash, wed, wing, wax, waxed, waxes, waxen; sweet, Swede, sweat, sweep, swayed, assuage, switch, unswitch, Ipswitch, bewitch, sweetly, sweetest, wettest, Webster.
- (c) Wail, wall, wolf, willow, Welch, William, wallet, walrus, war, wire, wore, weary, wearied, wearisome, worth, worthy, unworthy, worm, warm, worship, win, wine, wane, won, wince, winch, Winchester, Windsor, willow, welladay, wigwam, wamus, swore, swear, swell, swale, swallow, swim, swing, (Iss-Wuh-Ing), window, windy, quince, queen, twine, twain, twin, twinge, Quincy, quench, Edwin.
- (d) Whale, whence, whiff, whilst, whimsy, whirl, whistle, whoop, wheat, wheeze, whig, whim, whine, whist, wheel-barrow, whip, whimsical, whinney, whoa, whew.
- (e) Yates, yell, yawl, yellow, young, yawn, yon, yore, yarrow, Yale, yoke, youth, Yankee.
- (f) Tweak, twitch, quail, quell, squeal, squall, twist, quest, inquest, bequest, equipage, maniac, ammonia, opiate, anterior, interior, odium, copious, various, obvious, notorious, serious, piteous, Victoria, Samaria, Tokio, equipoise, acquit, equip, equity, quick, quickest, quake.
 - (g) Quiet, quietest, twice, wight, white, wipe, wife, wives.
- (h) I While we are well aware of his familiarity with this science, we think his knowledge lacks thoroughness. 2. The social advantages of large cities are of much use to him who would make the most of life.

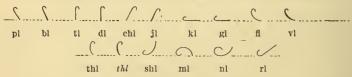
 3. The peace and quiet of the country are, however, conducive to a life of study. 4. This quiet and peace may be had in a city in an attic room far out of the reach of the noise of daily life. 5. Theory without facts is not science, and knowledge is of no use without the power of thinking and doing. 6. It is said that knowledge is power, but it is not so until our thinking makes it of use to us. 7. Many waste much time in half mastering a language or a science which they will never use. 8. Study is itself of some use, but books should at times give way to society, and society should at times give way to books.

LESSON XI.

INITIAL HOOKS.

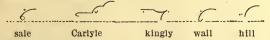
- 136. The sounds of l and r immediately following other consonants (in such words as plea, clay, pray, prow, settle and paper) occur so frequently, and they combine so closely with the immediately preceding consonant that they seem to become a single elementary sound. Such a union of l or r with a foregoing consonant is represented by a small initial hook.
- 137. L-Hook.—The sound of *l* immediately following any other consonant than Es, Zee, Ar, Lay, El, Ing, Way and Hay, is indicated by a small initial hook on the circle side of the consonant which it follows. The hook is made large on Em, En and Ray, to distinguish it from the w-hook heretofore explained.

The following illustration shows all the 1-hook stems:

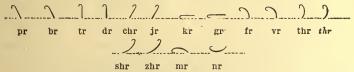


- 138. Shl is always written upward and never stands alone, in order that it may not conflict with shen, to be subsequently explained. It has its hook at the bottom, and is thus distinguished from shr.
- 139. Observe that though the hooks are made first, they are read after the stems to which they are attached.
- 140. Obviously there is no advantage to be gained from the use of the 1-hook on Es, Zee, Ar, Lay, El, Ing, Way and

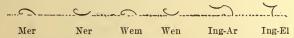
Hay, as the combination is either of rare occurrence, or it may be more easily expressed otherwise; as,



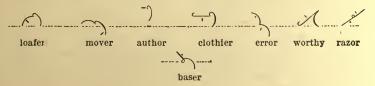
141. **R-Hook.**—The close combination of r with a preceding consonant is indicated by reversing the l-hook sign. In other words, the r-hook is written on the lower and left hand side of stems in the following manner:



142. Ray and Yay, and the consonants which do not take the l-hook are exempt also from the use of the r-hook. Mer and Ner are shaded to distinguish them from Wem and Wen. No confusion will result from shading Mer and Ner, as Ing does not take an initial hook:



143. In order to preserve analogy of form and utilize all the stenographic material to the best advantage, the stems Es, Zee, Ar and Way do not take the r-hook; the brief and more facile form for these letters being preferable for their expression in conjunction with a following r. Hence, fr, vr, thr and thr cannot be mistaken for Ar, Way, Es and Zee with a hook attached. These stems do not take initial hooks; thus,



144. The 1 and r-hook signs, when used initially, are intended to represent the close connection of L or R with a preceding consonant; and when used finally, to represent the same combinations with an obscure vowel intervening. These double consonants are vocalized in the same manner as simple strokes, the vowel being read before or after both; thus,

145. Names.—The 1 and r-hook signs are called Pel, Bel, Tel, Chel; Per, Ber, Ter, Der, Cher, etc. By these names they are distinguished from Pee-Lay, Bee-Lay, etc., when the consonant stroke for each letter must be written in full.

r-hook signs renders it impossible to make a perfect hook. In such cases the hook is implied by slightly retracing the stroke by which the 1 or r-hook is joined; thus,



147 In some cases the two strokes are better than the hooked stems; as,

148. The student must not continue until the following list of word-signs has been thoroughly memorized:

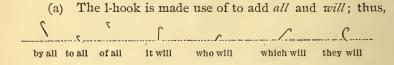
(Sixth List.)

INITIAL HOOK WORD SIGNS.

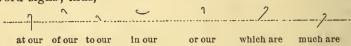
comply people apply))_)_	either their, there, they are other
belong believe		-through
it will, tell, till at all, until	2)	pleasure measure
call, equally difficulty calculate-d-ion	<u>.</u>	-sure-ly
appear, proper principal, principle practice, practica		Mr., mere, remark more humor
liberty ro-member-ed brother, number-ed		near, nor, in our manner owner
internal contract, truth attract	6 6	feel, fill, follow fail, for all
doctor direct-ed, dear during		-value
surprise express suppress		only annual
danger larger		real-ly relate-d-tion, roll rule
correct care, carry accuracy		-capable
form-ed from		-influential
over every, very favor		-probable, probability

SPECIAL PRINCIPLES.

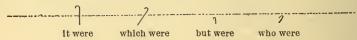
149. One of the most important principles in shorthand writing is obtained from the use of the hooks to add words which frequently occur, and which are generally spoken rapidly.



(b) The r-hook adds are or our to simple consonant word signs; thus,

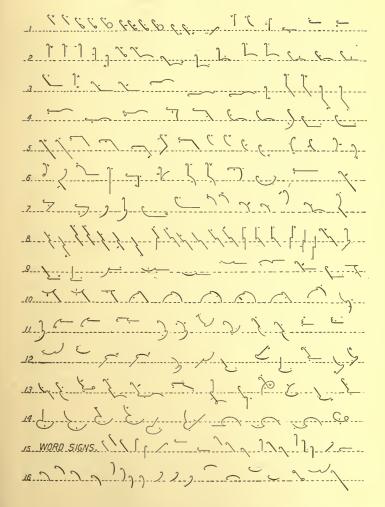


(c) Were may be added to a straight stem word sign by the r-hook, but when so added the sign is placed in the third position; as,



150. **Derivations** from the above list are formed by adding the consonant representing the derivative. For *peopled*, write a disjoined Dee close to the sign for *people*. *Endanger* is expressed by joining the stem En to the word sign for *danger*; *careless*, by joining Lays; *remarkable*, by adding Bel; *fully*, by vocalizing Fel, etc.

Note.—The same sign is used for till as until. Till is a colloquialism though sometimes used by good writers. The student should not be encouraged in its use. If the business man inadvertently uses the word "till," he desires to see it written out "until." This same remark will apply to many other words as "don't," etc.



WRITING EXERCISE.

- 15r. (a) Plea, please, pleased, pleases, applause, apples, blaze, blows, huddle, addle, idle, evil, fly, flow, flew, Ethel, clay, glee, eagle, ogle, cloy, try, tree, utter, outer, attar, Troy, prows, prim, prime, trim, drum, dream, tram, break, brick, broke, bridge, trick, trip, track, trap, tribe, grim, group, groom, grime, crawl, grudge, grace, praised, braced, priest, grazed, graced, plume, plum, bloom, bleak, black, clique, clock, clack, flame, gleam, claim, blithe, fluid, flag, cling, frame, freely, thrill, thresh.
- (b) Table, dapple, dabble, tipple, pedal, employ, imply, maple, noble, cable, couple, goggle, chapel, payable, humble, bible, regal, likely, lable, liable, Biddle, bottle, battle, oracle, feeble, allowable, total, title, bevel, labor, leper, lodger, ledger, rigor, vigor, vigorous, paper, pauper, piper, pepper, dipper, deeper, dapper, degree, sugar, (Shay-Ger) shaker, quicker, tinner, tonner, dinner, Tucker, editor, angry, hungry, Humphrey, Schaffer, fisher, fishery, leisure, roomer, (Ray-Mer) rumor, armor, minor, tenor, lover, lever.
- (c) Penal, kennel, tunnel, channel, rural, spiral, floral, finally, animal, enamel, camel, relic, relax, relapse, unlatch, unlock, unlike.
- (d) Briber, bridger, Blakely, blackly, bluishly, freshly, freckle, prickly, plural, flannel, broker, grammar, treasure, bribery, overdraw, overflow, blacker, frugal, travel, agreeable.
- (e) Word Signs. Comply, people, apply, belong, believe, feel, tell, till, until, call, equal, equally, difficult, difficulty, proper, principle, principal, practice, surprise, express, liberty, remember, member, number, brother, doctor, dear, during, danger, carry, care, accuracy, form, from, over, every, very, favor, either, their, there, other, through, sure, pleasure, measure, Mr. mere, remark, more, near, nor, manner, capable, influential, probable, probability, only, annual, real, really, relate, related, rule.
- (f) By all, at all, each will, which will, much will, if all, for all, of all, all will, or all, already all, but all, owe all, on all, ought all, should all, who will; by our, at our, which are, of our, all our, to our, or our, already our, but our, owe our, on our, ought our, should our, who are; to ours, by ours, to ourselves, by ourselves; it were, which were, who were.

Books.—Some one has said that a real love for study is given to the few—not to the many. Most people, however, have a love for books and

a desire for knowledge, but not a love of study. We all of us waste much time on worthless books. They should be few and well chosen; the more select the more enjoyable. Consider what you have in the smallest chosen library; a company of the wise and witty of all ages and all countries. "The fish decays first at the head," is a common saying among those who live by the Sea of Azov. It is so with those who read too much or too fast. How to read is a heavier task (than) many take it to be. Books should be read slowly and with care, never hurriedly. We should read only those books which will teach us to think for ourselves. We should not allow the author to do all our thinking for us. The trouble with most of us is that we do not stop to think. The power of thinking will be of immense advantage to us in all our work through life. Of course it is utterly wrong to read a book merely for the sake of saying we have read it. The first step is to have an earnest desire to know what lies in a book. Books are a guide in youth and a solace in age. When we are weary of the living we may repair to them, for they have no deceit, no design. They make us heirs of the life of past ages. It was said a thousand years ago that "they are life's best business. He who would rob me of my books would take away all the joy of my life, nay, I will say all desire of living." They are messages from large souls whom we have never seen, and who, perhaps, live thousands of miles away. They are always ready to teach or to amuse us. They are the windows, says Beecher, out of which the soul looks. They are the masters who teach us without rods or ferules, and expose our weaknesses without shaming us. They never laugh at our mistakes. They teach us how to live and how to die. Some talk of past times; others of the present; and others of the life to come. For all these services they ask nothing but a small corner where they may repose in peace.

LESSON XII.

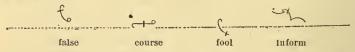
SPECIAL VOCALIZATION.

152. To avoid long and inconvenient outlines a peculiar scheme of vocalization is resorted to in order to indicate a distinct vowel coming between the 1 or r-hook and the stroke to which it is attached. In most cases the word is sufficiently legible without vocalization, but where it is desired to indicate the vowel, it is done as follows:

153. The dot vowels are indicated by a small circle written before the stroke if the vowel is long, and after the stroke if the vowel is short; thus,



154. When a dash vowel occurs between the stem and the hook, it is indicated by striking the dash through the stroke; thus,



155. When a diphthong intervenes, it may be written through or at the end of the stroke; as,

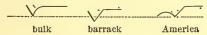
REMARKS ON SPECIAL VOCALIZATION.

156. The student must not use this principle indiscriminately. It applies to comparatively few words, the general rule being to use the stroke for L or R when a vowel intervenes between it and the preceding consonant, especially in small words; as in



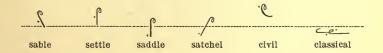
(a) The stroke must be used when L or R is the last consonant in a word and immediately preceded and followed by vowels. Also when two vowels intervene between L or R and a preceding consonant; as in,

(b) It may be stated as a principle of wide though not universal application that when the accent falls upon a vowel occurring between the sound of a consonant and the sound of l or r, the sound of the latter should be represented by a stroke rather than a hook, unless the resulting outline would be inconveniently long or difficult; as,



CIRCLES AND HOOKS COMBINED.

157. When the sound of s immediately precedes an l-hook sign, it is indicated by writing the circle distinctly within the hook. When thus written within an l-hook it presents the appearance of an ellipse or slightly flattened circle. The student need not endeavor to make it round.



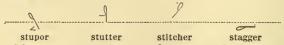
158. **The Names** of these triple consonants thus formed are Iss-Pel, Iss-Bel, etc. As a group they are called the Iss-Pel series.

Note.—The loops for st and str and the large circle ses are never prefixed to an 1-hook sign, as it is plainly impracticable.

159. The circle is prefixed to an r-hook stem by turning the hook into a small circle. In other words, if the circle is made on the r-hook side of a straight stem, it implies the presence of the r-hook; thus,



160. If preceded by no other stroke, Stey may be prefixed to the straight r-hook stems by writing the loop on the left or r-hook side; thus,

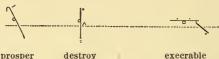


- (a) Many stenographers prefer to use two stems for the above class of words, writing Stee-Per for stupor instead of Steyper.
- (b) In a few instances the large circle is prefixed to an r-hook stem; as,

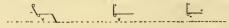


disaster

161. When the Sper stems are preceded by strokes in the same direction, it is only necessary to turn the circle on the left or under side to indicate the addition of the r-hook: thus.

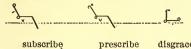


162. When Iss-Ker or Iss-Ger is preceded by any other straight stroke the circle is turned on the right side of the preceding stroke, and the Kay or Gay continued from the point where the circle is completed. This is a peculiar joining, but as there is no other way to indicate the r-hook in this connection, it must be made use of for this purpose; as in

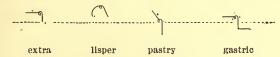


subscribe descry (a) This plan is also used for the expression of Sper, following j, as in $-\xi$ --- Jasper.

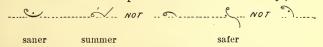
(b) The expression of r may safely be omitted from this class of words, thus securing an easier outline; as,



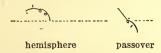
163. In all other cases when Iss preceding an r-hook sign occurs in the middle of a word, it must be written distinctly within the hook; as in



164. The iss circle is not prefixed to any of the curved r-hook combinations except Ner when used initially; thus,



(a) When these combinations are preceded by other strokes, it is allowable to write the circle within the hook; as,



165. T may be omitted in such words as boastful, trustful, as is further shown in Section 297.

3 (0 0 ()) 7 7 7 7 7 2 2 2 2 2 4 4 7 7 7 7 6 6 W - 4 12 7 47 0 2 2 1 1 - 7 2 - 2 - 1 1 1 1 13 (-1-1) / - () / / - / / - / / 15 (,) (° Y) L. --- 1 ~/ M \ ~ ~ ~ ~ /)/-17 15 6 1 1 2 6 1 7 6 6 9 7 6 6 9

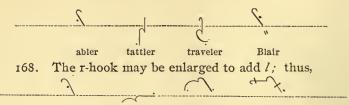
WRITING EXERCISE.

- 166. (a) Dark, jar, sharp, park, charm, barber, marvel, cheerless, appear, paralyze, pioneer, engineer, volume, prevail, car, cigar, Abagail, feel, fill, fail, fell, aver, term, germ, fall, full, fool, follow, core, course miracle, church, require, cure, epicure, procure, perjury, cull, door, chore, burst, courage, recourse, quality, qualify, trefoil, journal, colonel, neuralgia, railroad, portray.
- (b) Supple, supply, sapling, sable, settle, subtle, saddle, satchel, cycle, sickle, sickly, civil, civilly, unsocial, peaceable, possible, display, disable, plausibly, classically, gracefully, noticeable, physical, taxah'e, tricycle, bicycle, phthisical, disclose, disclaim.
- (c) Spray, supper, sober, saber, stray, straw, strew, suitor, seeker, succor, stream, stroke, strike, struck, cedar, cider, sadder, sister, suppress, cypress, supreme, sprawl, spring, spray, suburb, secrecy, strip, strap, scribe, scrub, scratch, screech, subscribe, screw, prisouer, poisoner, dishonor, struggle, pastry, soouer, saner, signer, destroy, prosper, dissuader, distress, outstretch.
- (d) The Ethics of Good Manners.—It is a rule of good manners, says Ralph Waldo Emerson, to avoid extremes. A lady loses as soon as she admires too easily and too much. The face and the person lose power when they are on the stretch to express praise, or surprise, or pleasure. A person makes his inferiors his superiors by heat. Why must you, who are not a gossip, talk as a gossip, and tell eagerly what the neighbors or the journals say. State what you think without apology. When people come to see us we foolishly prattle lest we appear churlish. Things said for the sake of talk are chalk eggs; they produce nothing. What you are will show through any and all your talk. A lady once said to me: "I do not care so much for what they say as I do for what makes them say it." As to the table its law is quietness—a respect to the common soul of all the guests. Good manners are made up of petty sacrifices.

LESSON XIII.

ENLARGED L AND R HOOKS.

167. The 1-hook may be enlarged to add r, as follows:



April mackerel liberal corporal

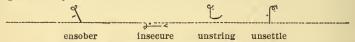
roop. The added letter is always read last. In other words, when a vowel precedes one of these enlarged hook stems, it is read first, as in the word April given above; when a vowel is placed after the stem, it is read immediately before the added letter; as,

	℃ .	<u></u>	S
clear	trials	clergy	moral

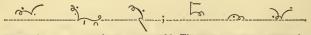
- (a) This principle cannot be applied to Mel, Nel and Rel, as their hooks are already large.
- 170. **The Name** of the enlarged 1-hook is formed naturally, as Pler, Bler, Tler, etc. The name of the enlarged r-hook is Prel, Brel, Trel, etc. As a group they are called the Pler and Prel series.

THE BACKWARD "IN" HOOK.

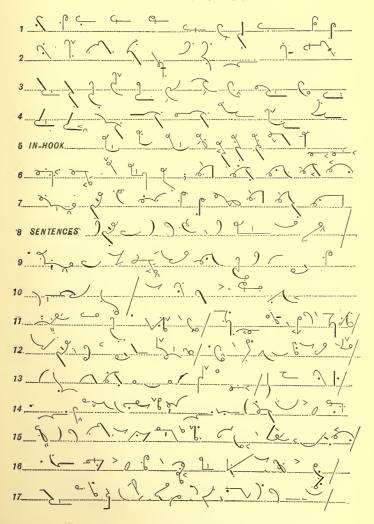
171. The syllable *in*, *en* or *un* at the beginning of an iss-Per sign and occasionally preceding an iss-Pel sign is expressed by a small backward hook; thus,



172. This hook may also be used at the beginning or end of words to prevent the circle coming on the convex or outside of En; thus,



unseemly unceremonious unswayable Thompson mason arsenal



WRITING EXERCISE.

- 173. (a) Trial, control, trail, abler, Blair, teller, settler, sabler, saddler, tattler, babbler, bibler, clear, color, choler, collar, scholar, liberal, illiberal, Charles, jocular, juggler, straggler, quibbler, jumbler, implore, deplore, shingler, scrambler, fuller, valor, April, pastoral, corporal, flourish, mackerel, pickerel, pectoral, cobbler, nibbler, stickler, tolerable, immoral.
- (b) Unstring, unstrung, unsprung, insuppressible, inseparable, insuperable, unscrew, unsecure, unscrupulous, inscribe, unceremonious, unsurmised, unseemly, unsolicitous, unsalable, insular, insoluble, unsettle, unsaddle, uncivil, Jamieson, eleemosynary, Thompson, arsenic, masonic, Williamson, Wilson.
- (c) At least one million young people of this country who are going to the common schools are at this hour seeking or wishing for the advantages of the higher schools. Many of them, says Horace Greeley, write me on the subject, asking me to show them the way whereby they may accomplish their purpose. Some desire to pursue a college course, and are willing to go in debt for a thousand dollars or more wherewith to pay their way. I cannot but think that this is a mistake. True, they may win, but the odds are not in their favor. One does not feel like working with energy while paying for a dead horse. But what shall he do? In the first place he must choose that pursuit for which he has the most liking, and master all its processes. If he has a taste for commercial life he should try that, first possessing himself of some knowledge of bookkeeping. If he likes farming he should go at that, giving all his spare hours to its (careful) study. Successful farming requires as (careful) study as any other business. In any pursuit he should always have access to good books. They may be had in nearly every neighborhood in the United States. If he is unable to borrow them from the village preacher or doctor or lawyer, he will have to purchase a few choice works, but a few dollars per year will be au ample outlay. A course of reading for the sake of knowledge will commence with the sciences-chemistry, geology, etc.-and should engross the spare hours of a full year at least. Read slowly and (carefully) from the title page to the close. When the author is not clear, or you fail to follow him, stop and give an hour to a page, or until you are sure of the author's sense. Geography will require far less time. When these sciences are fully master(ed) you will see the knowledge thus won will be a key to unlock quickly and easily the treasures of the other sciences.

The studious youth will easily select other works. It is a difficult task to make out a list of books suitable for young people, with all their varying tastes and capacities, but one good book will always lead to another.

LESSON XIV.

TERMINAL HOOKS.

- 174. The primary consonants are still further modified by the addition of small terminal hooks to indicate a following f, v or n. These hooks may be used to advantage in the middle of words as well as at the end.
- 175. The For V-Hook. A small final hook on the l-hook side of straight stems indicates an added f or v. The following will illustrate all the f-hook stems and their names:



- (a) This hook is attached only to the straight stems.
- 176. When the sound of s immediately follows f or v and is represented by the circle, it must be written distinctly within the hook; as,



puffs heaves arrives staves drives

(a) It is obvious that the loops Stey and Ster and the large circle cannot be written with or joined to the f-hook.

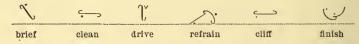
Note.—No embarrassment will result from the employment of this hook for both f and v, as the connected sense will determine whether f or v is meant. Some teachers advise the shading of the hook to distinguish f from v, but this is wholly unnecessary in actual practice. This hook is also used by some writers on the curved stems by making it long and narrow, as in writing the word thief, but the occasion for its use is very rare.

THE N-HOOK.

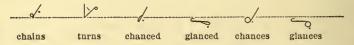
177. A small final hook on the r-hook side of any straight stroke, or on the concave side of a curved stroke, indicates an added n. All stems take the n-hook without exception. The following illustrations will show the n-hook stems and their names:



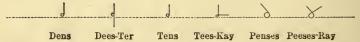
178. The f and n-hooks are read after the strokes to which they are attached, or any vowel written beside the stroke; as,



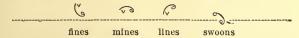
The circles and loops are written on the n-hook side of straight stems to indicate the addition of ns, nst, nstr, and nses; as,



180. Iss or ses combined with the n-hook on straight strokes must be considered as final. The addition of another stem nullifies the n-hook.

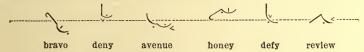


181. When Iss follows an n-hook attached to curves, it must be written distinctly within the hook; as,



182. The Iss circle is written inside the n-hook on curves principally to form the plural. When the word ends with "nce" the stroke En with the circle attached should be used, as the plurals of such words require the En stroke. Whether to use the En stroke or the n-hook after a curved consonant may be determined as follows: When the syllable has the sound of z, as in fans, use the n-hook; when the sound of s occurs after a curved consonant, as lance, use the stem Ens. In the following and similar words the hook is used: vines, means, Athens, Aarons, nuns, urns, lines. The following words are written with Ens: fence, offence, affiance, alliance, convince, conveyance, assurance, allowance, evince, denounce, lance, renounce, romance, penance, pronounce.

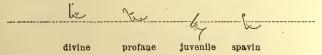
183. When f, v or n is the last consonant in a word, and followed by a final vowel, the *stroke* must be used; as in



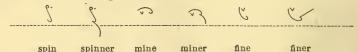
184. When two vowels precede a final n, the stroke ust be used; as,

must be used; as,

185. Fen, Ven. When these phonographic syllables are preceded by any other straight stroke than Ray, it is preferable to express them by the f-hook and the stroke En; as in



186. **Ner.** This syllable is properly expressed by the stem Ner, except in derivatives, when the outline usually conforms to that of the primitive; thus,



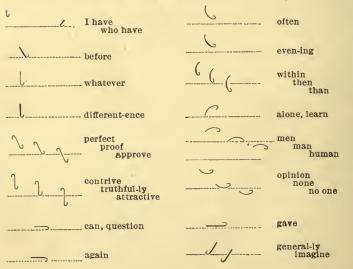
187. Fer, Ver. These terminations occurring after straight strokes, are best expressed by the f-hook and Ray; as,



(Seventh List.)

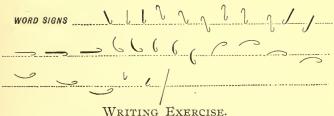
FINAL HOOK WORD SIGNS.

188. The student must make himself thoroughly familiar with each of the following word signs:



1-11/- 11/2/1000 3 15 1- 11 11/1/1- -- 66 5 % S. F. S. S. S. S. S. S. D. D. D. 6), 1/1/2/20 2 = 5 9 9 8 7 6 0 5 5 7 9 9 9 6669 15

٠٠٠٠ خير



- 189. (a) Tiff, deaf, chaff, chief, rough, hoof, calf, puff, beef, bluff, belief, brief, wharf, staff, serf, surf, skiff, scarf; Dave, achieve, concave, arrive, hive, prove, believe, brave, contrive, drive, relieve, cleave, crave. grave, strive, strove, stove.
- (b) Contrives, dives, drives, achieves, coughs, craves, cleaves, raves, roofs, paves, braves, bluffs.
- (c) Tan, town, tune, contain, atone, done, dine, din, dawn, Eden, chain, chin, June, gin, join, run, Rhine, rain, Hayne, hone, keen, cone, coin, gone, gain, gun, open, pin, happen, pain, bane, bin, bone, boon, serene, scan, skein, stone, stun, satin, sudden, Soudan, spine, Spain, spoon, span, fan, fine, even, vine, van, thin, thine, main, mean, mine, noon, nun, nine, union, alone, align, lean, lone, line, assign, ozone, ocean, shun, shine, ashen, commission, earn, urn, iron, swoon, soften, seven, saloon, slain, seamen, salmon, concern, session.
- (d) Complain, spleen, plan, Blaine, blown, clan, glen, flown, Akron, crown, grain, grin, train, strain, drawn, drain, drown, prone, sprain, brown, brain, weapon, worn, sworn, wagon, weaken, widen, woolen, women.
- (e) Contains, tunes, instance, dines, drains, chance, chins, joins, rinse, runs, hones, canes, clans, guns, glance, opens, prance, bones, brains; confines, vines, lines, means, nuns, assigns; tenses, condenses, chances, rinses, cleanses, glances, pounces, bounces; instanced, danced, chanced, cleansed, glanced, rinsed, dispensed, bounced, punsters.
- (f) Cover, giver, toughen, revile, heaver, advance, defence, provoke, defame, proffer, perfume, typhoid, David, arrival, divinity, profanity, equivoke, engraver, telephone, Delevan, province, grievance, preferable, contrivance, discover, traffic.
- (g) Currency, occupancy, stanza, paganish, organic, economy, frenzy, brownish, bunch, planet, drainage, laconic, coiner, Athenian, convener, financier, cabinet, bounty, bonnet, vainly, finely, panic, complainer,

retainer, detonate, Dante, French, burner, diurnal, plain-dealer, extenuate, retrench, branch, bunch, estrange, monopoly, disseminate, eliminate, seamanship, pusillanimous.

(h) Kitchen, cabin, regain, pagan, liken, token, talon, detain, redden, demean, eleven, renown, machine, maiden, famine, awaken, shaken, ravine, rapine, enjoin, remain, Michigan, restrain, aspen, obtain, born, train, recline, violin, disclaim, foreign, margin, pardon, environ, swollen, sunshine, sermon, spoken, Solomon, unclean, chairman, outline, decline, abstain, muslin, silken, discern, Norman, incline.

LESSON XV.

TERMINAL HOOKS FOR SHUN AND TIVE.

rgo. The Shun Hook.—The phonetic syllable "shun," which in common orthography is represented by the various terminations tion (emotion), sion (effusion), tian (Egyptian), cian (Grecian), is expressed by a large hook on the circle side of straight stems, and the concave side of curved stems; thus,



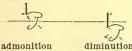
191. The Name of this hook is Shun.

(a) The Shun hook is never used in words of one syllable, nor when it is preceded by an initial vowel, nor when Iss ONLY precedes it; as in

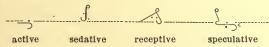


(b) When Shun is preceded by two vowels, the stroke Ish with the n-hook is used for its expression; this is to distinguish between such words as,

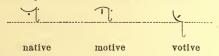
(c) The Shun hook should not be used in derivatives of words ending in sh; as,



192. The Tive Hook.—The syllable *tive* occurring after straight strokes is represented by a large hook on the n-hook side; as,



193. When the syllable *tive* follows a curved stem, it is best represented by the stroke Tee with the f-hook; as,



194. The Name of this hook is Tive.

195. Shun and Tive may be used in the middle of words; as,



196. Iss and Stey may be added to Shun and Tive hooks by writing the circle or loop distinctly within the hook; as,



4 L b (1 1 2 C - 6 P / 6 6-5 12 - 6 6 15 15 15 13 -)~ (-) -) - (-) 14: 13), 50 (50 - 50 / 2) | 5- 60 / 2

WRITING EXERCISE.

- 197. (a) Nation, notion, mission, motion, emotion, lotion, oration, potion, passion, option, compassion, tuition, commutation, edition, addition, condition, sedition, action, auction, caution, connection, concussion, cushion, ration, Russian, station, section, version, aversion, collision, completion, oppression, creation, abrasion.
- (b) Adoption, petition, optician, education, occupation, caption, quotation, fiction, affection, affliction, location, election, eruption, inaction, attraction, illustration, mansion, friction, deception, veneration, discussion, co-operation, stationary, optional, auctioneer, occasional, educational, visionary.
- (c) Ovations, confessions, allusions, notions, suppressions, revisions, prohibitionist, elocutionist, abolitionist.
 - (d) Ocean, commission, session, ashen, extenuation.

THE POWER OF APPLICATION AND ATTENTION.

(e) It was said of Mary Lyon that she surpassed all women of her time not in superior mental faculties, but in her power to bring all her powers to work together. The books tell us of Dr. Johnson, whose mental concentration while reading was shown by the contortions of his face, and that his power of acquiring knowledge was proportioned to his power of attention. Dr. Livingston learned to study among the clang of looms and the noise of machinery. He had such a power of concentration that he could keep his attention on any subject he chose while the yells of savages and the roar of lions were in his ears. These are, it is true, extreme cases, but we may all increase our power of attention by a little planning and controlling. If we try to think of one subject five minutes, we perceive ourselves running off on to a dozen that we do not wish to think of. The boy in his study of geography mingles cities and rivers with base balls and hoops in a grotesque and comical confusion, as would appear if his inner consciousness could be laid open to view. The girl as she pores over her grammar mingles nouns and verbs with dresses and bonnets. How many of us can keep our thoughts on one subject for a half hour. We waste half our time and strength in bringing our rambling thoughts back to their work. Is there a way to break ourselves of this useless roaming of the mind? Is it possible for any person with an average strength of will to become master of his own reasoning powers. Let him sit down to some study that requires a full play of the powers of abstraction and attention. The

first time he finds himself roving he should say to his erratic mind, "Back to your place." He should bring his eyes and ears into subjection to this one purpose of controlling his mind. The hasty reading of too many works of imagination is almost sure to weaken our power of fixing the attention, and the same may be said of the careless reading of weighty authors. The power of earnest thought and severe study is soon lost without unceasing drill.

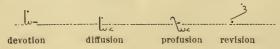
LESSON XVI.

THE ESHUN HOOK.

198. The phonetic syllable "shun" occurring after the sound of s is expressed by continuing the circle into a small hook on the opposite side of the stroke; thus,



- 199. The Name of this device is the Eshun hook.
- 200. The Eshun hook is vocalized by writing first place vowels before the hook, and second-place vowels after the hook. This makes sufficient distinction, as third-place vowels never occur before the Eshon hook.
- (a) It will be noted that if the circle, as in such words as condensation and compensation given above, is turned on the n side, the sound of n is added, but the position for the vowels remains the same.
- 201. To an f-hook the syllable shun may be added by repeating the hook; thus,



(a) This expedient, however, is rarely used, as it is generally preferable to use the stroke Ef or Vee with the large hook; thus,

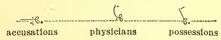
202. This repetition of the hook for shun may be vocalized only by placing the vowel after the hook as in the examples given on the opposite page.

203. The derivatives may be written thus:

devotional

professional conversational transitional

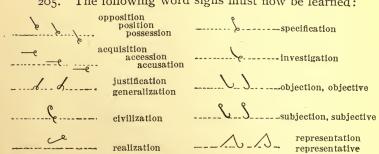
204. The circle Iss may be added also to the Eshun hook: as,

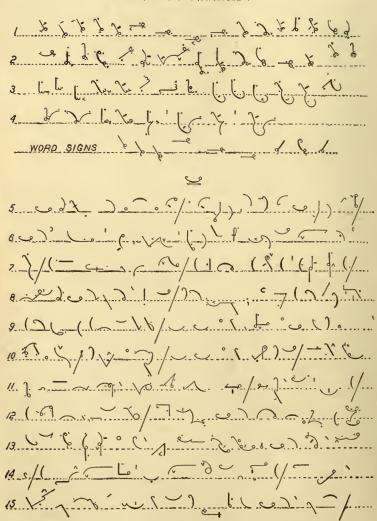


(Eighth List)

THE ESHUN HOOK WORD SIGNS.

205. The following word signs must now be learned:





PRACTICAL SHORTHAND.

WRITING EXERCISE.

- 206. (a) Apposition, supposition, decision, transition, procession, precision, persuasion, compensation, condensation, causation, excision, accession, accusation, recision, succession, physician, incision, authorization, conversation, associations, decisions, depositions, relaxation, indecision, moralization, polarization, crystallization, dispensation, transitional, conversational.
- (b) **Word Signs.** Opposition, position, possession, acquisition, accession, accusation, generalization, justification, civilization, realization, specification, objection, objective, subjective, representation, representative.

LESSON XVII.

THE SHADED EM.

207. The stem Em may be shaded to indicate the addition of p or b; thus,



- 208. The shaded Em is called Emp when it represents mp, and Emb, when it represents mb. It never takes an initial hook, and hence, it cannot be mistaken for Mer. It may take a final hook as illustrated above.
- 209. The *mp* or *mb* represented by this stem cannot be separated by a vowel. A vowel placed beside it must be read before or after the two consonants according as it is written before or after the stem.
- 210. P may be omitted when it occurs before the sound of t, sh or k, as this class of words is legible without the expression of p. (See line 7 of the Reading Exercise.)
- 211. The use of Emp secures a distinction between certain words which otherwise would have the same outline, as

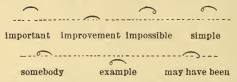
99

embarrass (Emb-Rays) and embrace (Em-Bers); imply (Em-Pel) and impale (Emp-Lay).

(Ninth List.)

IMP WORD SIGNS.

212. Let the student improvise sentences containing the following and preceding word signs, for practice:



213. Derivatives from the above list are formed in the usual way. Simpler may be written, Iss-Emp-Ray, and simplest Iss-Emp-Stey.

READING EXERCISE.

8 1-1-3 ~ 2 - 2/-3 - 2/-3 - 2/-3 10.6.30 / 100/ 3.60 / 15) - > h)) , , , o d r m r / 6 - - 1 16 ~ \ \ (6 6 6 0 ~ ~ - 1 / ~) \ 2 / -

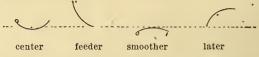
WRITING EXERCISE.

- 214. (a) Imp, stamp, hump, pump, pomp, pompous, bump, tamp, dump, damp, champ, jump, camp, scamp, vamp, thump, shampoo, limp, lamp, lump, romp, ramp, swamp, empire, umpire, impost, imposed, impish, clamp, cramp, plump, primp, trump, tramp, shrimp, sympathy, glimpse, wampum, stampede, slump, campaign, imperial (Emp-Rel), impetus, impious, imposition, imposing, dampen, lampoon.
- (b) Imbue, emboss, embossed, Jumbo, gumbo, ambush, limbo, ambitious, ambulance, ambuscade, embellish, embezzle, embalm, embody, embank, humbug.
- (c) Pee is omitted in the following words according to section 210. Assumption, exemption, co-emption, pre-emption, presumption, Hampton, Hampshire, symptom, empty, temptation, Simpson, Sampson, gumption.
- (d) Word Signs.—Important, improvement, impossible, simple, simplicity, cimpler, simplest, somebody, example, may have been.

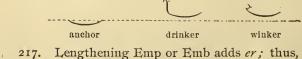
LESSON XVIII.

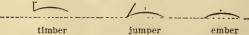
LENGTHENING PRINCIPLE.

215. Lengthening any curved stroke (except Ing and Emp) adds the syllable ter, der or ther; as,



216. Lengthening Ing adds the sound of ker or ger; thus,

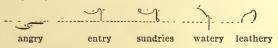




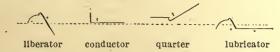
- 218. Vocalization.—Vowels are written by the side of lengthened characters precisely the same as if they were single lengths, and they are read before the added syllable ter, der ther or er, as will be seen by the preceding examples.
- 219. The added syllable is read after all vowels, but before a final hook, circle or loop; as,



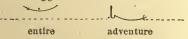
220. The lengthening principle must not be used when the word ends with a final vowel, but an r-hook sign must be used instead; as,



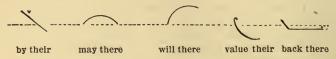
221. Straight stems, when preceded by any other stroke, may be lengthened to add ter; thus,



- by adding ter, der, ther or er to the name of the single stem, as Peether, Beether, Efter, Layter, Ember, Inger, etc.
- 223. Shelter, unlike Shel, may be written standing alone for the words *shelter* and *shoulder*.
- 224. **Special Vocalization.**—A vowel or diphthong occurring in the added syllable may be expressed by writing it through the stem, or by the special use of the small circle explained in Section 153.



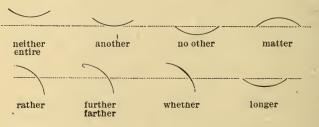
225. Any word sign or outline ending without a hook or circle may be lengthened to add the word there, their or they are; as,



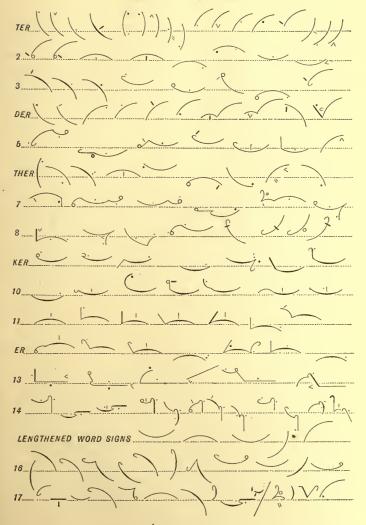
(Tenth List.)

Double Length Word Signs.

226. Practice the following word signs until they are thoroughly learned:



READING EXERCISE.



WRITING EXERCISE.

- 227. (a) Fighter, fetter, fatter, fitter, voter, invader, theatre, aster, Esther, easter, shouter, shatter, shutter; fodder, feeder, gender, engender, tender, ladder, Leider, candor, gander, render, squander, moulder; father, feather, mother, Mather, panther, neither, loiter, elder, Luther, alder, Arthur, rather, water, highwater, diameter, cylinder, surrender, insulator, legislator, northerly, stockholder, disorder, fender, lantern, smoother, dissenter, yonder, sunder, central, eccentric, swelter.
- (b) Simper, ember, chamber, Sumpter, timber, bumper, tamper, dumper, stamper, romper, primper, plumper, limber, lumber, pumper, hamper, scamper, slumber, somber, Chamberlain.
- (c) Injector, alligator, quarter, educator, lubricator, supporter (Spee-Rayter), elector, inspector, Jupiter, proprietor, liberator, typewriter.
- (d) Word Signs.—Another, entire, farther, longer, matter, rather, whether, up there, hope their, by their, be there, to be there, subject their, do their, had, there, come there, if there, for there, ever there, have their, however there, think their, thank their, though their, see their, so there, use their, was there, wish their, shall there, will there, hear their, may there, in there, know their, why their, away there, sing their, fill their, value their, over there, wherever there, whenever there, through their, when they are, think there is, when there is, ask their, right there.

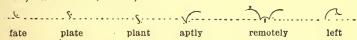
LESSON XIX.

THE HALVING PRINCIPLE.

228. We now come to the last general principle of contraction used in shorthand, and it is a most interesting and important one. The letters t and d recur with such frequency as to require some other and briefer expedient for their expression than the stroke. Of the stenographic material yet invented there still remains the device of making stems half

their ordinary length. This expedient is utilized for the purpose of expressing t or d, and it may be used at the beginning, middle, or end of words, as illustrated below. By this means short and easy outlines are afforded for a vast number of words, which otherwise would be written with long and ungainly outlines.

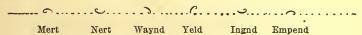
229. Halving any stem with or without an initial or final hook, adds t or d; thus,



- 230. The context must be largely depended upon in determining whether t or whether d is added. This is not difficult, however, as the intelligent pupil will readily understand that, "This is a colt day," is intended for "This is a cold day."
- 231. With the four liquids, l, m, n, and r a distinction may be made by shading the halved characters to add d and writing them light to add t. As Way, Yay, Ing and Emp without a hook are never halved, there will be no conflict with these stems; thus,

		<u>.</u>				~~ · - - •		
art	hard	might	made	night	need	light	lied	

(a) The shortened characters shaded to add d, take neither initial nor final hooks, hence we have derived from the stems Mer, Ner, Way, Yay, Ing and Emp the following characters:



(b) The foregoing do not conflict with the following characters which are made light to express t or d:

Wemt-d Went-d Arnt-d Lent-d Nent-d Ment-d

232. Half lengths are read precisely the same as full lengths with respect to vowels and hooks; the t or d denoted by halving is read after final hooks, but before a final circle or loop; as,



- 233. The Names of the half lengths are formed by adding the syllables et or ed to the sound of the full length, or by adding t or d to the name of the full length. The names of the shortened characters should be thoroughly learned. No difficulty will be experienced in this direction if the student associates the name of the full length with t or d. Thus, the half length of Tee is Tet, of Dee is Det, of Es is Est, of Pel is Pelt or Plet, of Spel is Splet, of Blen is Blent or Blend. In the naming of consonant outlines a single syllable indicates a single stem, and each and every syllable indicates a separate and distinct stem whether hooked or plain, half or full sized. Thus, Grent is the name of the outline for grant; while the two syllables Ger-Net is the name which correctly represents the word garnet; and the three syllables Ger-En-Tee is the name of the outline for guarantee.
- 234. If the context is not a sufficient distinction to determine whether t or d is added, as might happen in rare instances, absolute accuracy may be secured by writing a long-hand t or d as the case requires under the halved character. Thus, pate may be distinguished from paid by writing a long-hand t under Pet for the former word and d under Pet for the latter word. It is no discredit to a stenographer to see an occasional longhand t or d scattered through his notes for this purpose.

Some Uses of the Halving Principle.

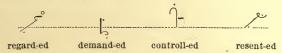
235. The termination rd preceded by Kay, Gay, Ef, Vee or Lay should be expressed by Ret instead of Ard in order to secure a more distinct junction, and thus render the two stems perfectly legible.



236. The ed of the past tense of regular verbs should, when the present tense is represented by a full length, be expressed by halving; thus,

237. It is often advantageous to disjoin the stroke Dee to express this syllable, especially following perpendicular strokes and to form the past tense of certain word signs; as,

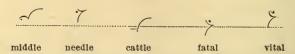
It is, however, only occasionally necessary to make any distinction between the present and past tense and perfect participle of regular verbs as the words are made sufficiently legible by using the present tense; as,



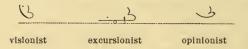
238. The terminations *tary*, *tory* are generally expressed by the consonants Tee-Ray, the Tee being usually indicated by halving the preceding stroke; thus,



239. The terminations *tel*, 'del when preceded by the straight stroke Kay or Gay, or any of the curved consonants, are best expressed by the halving principle, followed by Lay or El; thus,



- (a) When the terminations tel and del are preceded by any of the straight strokes except Kay and Gay, as in the following words, use Tee or Dee with an 1-hook: Bottle, battle, beadle, puddle, paddle, total, title, chattel, etc.
- 240. It is allowable in a few instances, where it would be inconvenient to use any other form, to strike Est upwards; as,

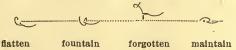


- (a) According to Sec. 196, the Stey loop may be written within the Shun hook to add the syllable *est* in preference to the form given above.
- (b) Following an n-hook Est should be written downward rather than upward, that it may not conflict with Isht, as the following comparison will show:

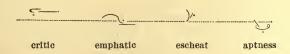


241. The terminations ten, den may be expressed by the use of the halving principle and the stroke En, or by the stroke Tee or Dee with the n-hook. The latter is preferable for the

expression of den, (as golden, gladden, Sheldon, Dryden, redden, etc); the former for the expression of ten; thus,

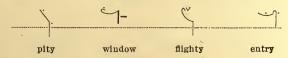


- (a) After Pee, Bee, Tee, Dee and Em, ten and den must be expressed by the strokes Tee and Dee with the n-hook in accordance with Sec. 243 f.
- 242. When the sound of t or d occurs in such a connection that a stroke cannot be conveniently shortened and joined, the following stroke may be disjoined in order to show the half length; as,

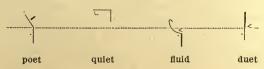


EXCEPTIONS TO THE USE OF THE HALVING PRINCIPLE.

- 243. There are certain almost obvious restrictions in the use of the halving principle, and in some cases t and d must be expressed by the stroke, as in the following cases:
 - (a) When t or d is followed by a final vowel; as,



(b) When two concurrent vowels intervene between t or d and a preceding consonant; as,



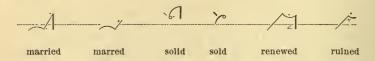
(c) When Ray is the only consonant preceding final t or d; as,



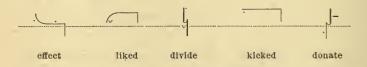
(d) When a vowel intervenes between final t or d and a consonant which is preceded by an initial vowel; as in



(e) When a vowel precedes and follows Lay, En or Ray the halving principle must not be used to indicate a final d. The object of this rule is to distinguish between such word as,



(f) A consonant stroke joined to another without a distinct angle should not be shortened; as,

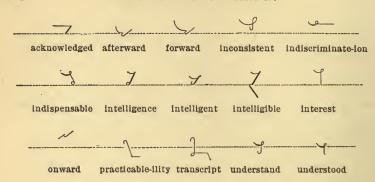


244. The following word signs are perhaps more difficult than any heretofore presented. They are, however, invaluable and the student must not shirk the labor of thoroughly memorizing them:

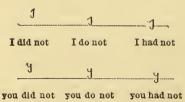
(Eleventh List.)

HALF LENGTH WORD SIGNS.

put, about	immediate-ly made	great
quite could	somewhat sometime) authority throughout
— God good	not nature	in order
if it after future	1	J did not do not had not
thought think it	is not as not, has not	gentlemen gentleman
) astonish-ed- ment establish-ed- ment	need under, hund- red-th	
is it has it, as it used	want	will not
wished		we will not
little	toward	are not
world	called, equalled	we are not were not
berdon	valued	mind ——am not, may not
read, Lord heard hard	particular-ly opportunity	we may not
word	spirit separate-d	
might	according-ly cared	we are not



- 245. **Derivatives** from the foregoing word signs are expressed by joining or disjoining the necessary stroke, as Lay disjoined for *intelligently*, *inconsistently*, *indiscriminately*. *Spiritualism* is written Sprets-Em; *Spiritualist*, Spret-Stey; *Spiritualistic*, Sprets-Kay; and in analogy with the foregoing the student will easily learn to make the derivative forms of other words.
- 246. Did not, do not and had not, when joined in phrases beginning with I or you, may be distinguished when necessary by inserting the vowel; but usually they are written as follows:



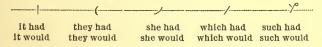
247. For the sake of unmistakable distinction between can and cannot, which sometimes conflict in phrases, write can unusually long and cannot unusually short. Especial attention and practice should be given these words.

248. The young writer must not forget that a word sign should be vocalized in obscure phrases, or when used in unwonted connections; as,

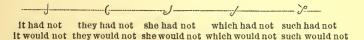


if this kind be true if this account be true

- 249. Every writer will instinctively fall into methods of his own of making nice distinctions whenever he thinks it necessary, such for instance, as writing Net-El for *natural*, and Net with disjoined Lay for *naturally*. While in all such cases the grammatical construction with the context will determine which is meant, yet nice differences may be made by varying the outline to secure ease and prompt reading.
- 250. Skillful writers make use of the halving principle to a very great extent to indicate the addition of *it*, *had*, *would*. and other words explained hereafter:



251. An n-hook may be attached to a character thus halved to add not; as,



(a) When *it* is added by halving, the shortened character is retained in its position.

READING EXERCISE.

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
2
3) (6. 6. 6 6 8 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
4 D Y Y Y Y Y Y Y Y Y - Y Y - Y Y
5 c (()) , , , , , ,) , , , , , , , , ,
6 p 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
76666
8667333566666666666666666666666666666666
07 C C 0 C C C C C C C C C C C C C C C C
0 4 4 1, 1, 4 4 4 2 4 5 5 5 6 6
11 51 11 1 2 1 1 2 2 2 2 2 2 2 2 2 2 2 2

READING EXERCISE.

WRITING EXERCISE.

- 252. (a) Cut, caught, ached, cat, act, Kate, cute, coat, kite, quit, quote, quoit, gate, goat, gout, get, got, cheat, chat, etched, jut, jot, jute, dot, dote, doubt, debt, date, tight, taught, toot, taut, butt, boot, bight, boat, bought, habit, bet, bait, beat, pat, pit, pate, apt, aped, pout, fight, fate, aft, fought, feet, vat, vote, thought, iced, oust, shut, sheet, shout, shoot.
- (b) Pad, paid, pod, pied, pawed, bid, bad, bode, Boyd, bouyed, bud, bowed, tied, tweed, towed, deed, died, Dowd, dead, chide, chewed, joyed, aged, edged, Jude, keyed, kid, code, cud, guyed, goad, feed, fade, fad, vied, void, viewed, thawed, thud, eased, oozed, shod, showed, shade.
- (c) Light, lied; lit, lid; oiled, hilt; halt, hauled; late, laid; Holt, hold; hurt, herd; heart, hard; art, erred; meat, mead; mit, mid; mate, made; moat, mode; neat, need; naught, gnawed; night, hind; mute, mewed; note, node; aunt, hand; slit, slide; salt, sold; sort, seared; smote, seemed; sent, send; snout, sound; knit, end.
- (d) Sipped, sapped, supped, spot, spite, spout, sobbed, cited, stout, stayed, sect, sacked, soft, sift, saved, seethed, soothed, seized, pits, pates, pouts, beads, buds, Todd's, tides, chides, Jude's, codes, cuds, fights, fates, fades, shouts, shades.
- (e) Willed, walled, wailed, wilt, welt, wart, wired, warred, went, wont, wind, wind, wild, wield.
- (f) Plot, plight, plied, played, plods, plowed, bleeds, blights, hobbled, huddled, addled, idled, cloyed, Clyde, cleat, glade, glad, gloat, glut, fleet, flight, float, flood, field, failed, fooled, flute, athlete, prate, prod, prude, bright, brought, bride, broad, board, bird, treat, trod, tread, dread, dared, dried, drought, creed, court, curt, cart, greet, grit, great, grade, freed, fried, fraught, freight, fret, throat, thread.
- (g) Pinned, pined, pound, pound, happened, compound, point, pant, pint, bent, bunt, bind, combined, tint, tent, taint, contend, content, tinned, toned, tuned, dined, dunned, dint, dent, daunt, chant, jaunt, chained, joined, cant, canned, Kent, coined, gained, faint, font, fount, find, found, fund, vent, vaunt, thinned, assigned, assent, shunned, offend, commissioned, lend, lint, land, island, highland, arraigned, blind, bland, blunt, grind, grand, craned, cleaned, cleft, ground, pruned, brunt, brand, print, aground, surround, around.

- (h) Cautioned, cushioned, conditioned, occasioned, fashioned, motioned, sanctioned, stationed, quotient, ancient, patient.
- (i) Splits, supplied, seclude, secret, spread, sobered, stride, street, strides, second, summoned, concerned, sprained, secrets, separates, rifts, rafts, clouds, creeds, screeds, sacred, cements, consonant.
- (j) Aptly, optic, potash, potato, deadly, detach, beautify, butler, bitter, batter, bottom, cotton, cattle, cuttle, cottage, fatal, agitate, indicate, notify.
- (k) Cured, marred, moored, feared, afford, lard, lured, lowered, geared, paged, baked, backed, packed, appetite, pitched, poached, touched, attached, matched, armed, rigid, orbit (Ar-Bet), robbed, (Ray-Bed), limit, loved, left, lived, refute, rushed, budged, bathed, bullet, ballot, billet, ticket, ditched, tucked, tempt, debate, daubed, dodged, checked, chipped, Egypt, mocked, nagged, method, mild, mold, mart, invert, insured, slurred, immured, defraud, retreat, repent, pyramid, radical, periodical, remotely, indicter, president, precedent.
- (l) Ascertained, legitimate, fortified, rectitude, fortunate, captured, detached, deduct, detect, abdicate, abduct, actuated, affidavit, evident, estimate, esteemed, ultimate, latitude, redeemed, retained, modified, mitigate, midnight, sentiment, verdict, gratitude, gratified, cultivate, intend, intent, indent, chartered, protect, indicate.
- (m) Treated, dated, deeded, freighted, situated, doubted, founded, dreaded, fainted, attended, sounded, rested, requested, vested, slighted, slatted, sledded.
- (n) Territory, auditory, predatory, laboratory, voluntary, secondary, directory, delatory, dedicatory, supplicatory, expiatory, adulatory, middle, metal, fatal, needle, cuttle, cattle, muddle, vital, scuttle, fiddle; preparatory, elementary, derogatory, defamitory, hereditary, observatory, salutatory, respiratory, refractory, dormitory, inventory, nugatory, peremptory, lavatory, finest, vainest, thinnest, meanest, leanest, vanished, varnished, finished; elocutionist, fashionist, visionist, flatten, maintain, curtain, shorten, wanton, emphatic, methodic, critic, olden, escheat, attitude, awaited.
- (o) Pity, duty, body, needy, windy, equity, gaiety, cruet, poet, riot, quiet, triad, Jewett; rod, red, wrought, Reid, wrote, rood, rude, allayed, arrayed, allowed, married, married, tarried, tarried, select, afflict, vacate, locked, deflect, locate, aggregate, affect.

(p) Word Signs and Phrases.—About, according, accordingly, account, after, am not, are not, is it, as not, astonished, astonish astonishment, called, cannot, cared, could, did not, do not, equaled, established, establishment, gentleman, gentlemen, God, good, great, had not, has it, has not, heard, if it, immediately, in order, is it, is not, it will not, kind, let, let us, Lord, made, may not, might, mind, nature, naturally, not, opportunity, particularly, put, quite, read, somewhat, spirit, that, thought, throughout, till it, told, toward, under, used, valued, want we are not, we will not, were not; will not, wished, without, word, world.

LESSON XX.

PREFIX SIGNS.

- A few prefix signs have already been presented. A more complete list is now given, most of which are suggestive of the prefix and easy of application, but will require considerable study and practice. The student is reminded that study and practice should go hand in hand; both should be carried on simultaneously. The Reading Exercises should be dwelt upon until every word is familiar, and they should be carefully copied if necessary to impress the forms upon the mind. The Writing Exercises should be each written over several times. A thorough review should be taken from time to time, especially if anything has been slighted or omitted.
- 254. Con, Com, Cog, are best represented by writing the latter part of the word under or close to the preceding word; thus,

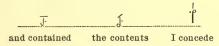
in this connection they compose give control their cognomen

255. When it is not convenient to so indicate the prefix by writing the latter part of the word under the preceding word,

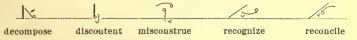
it may be expressed by a dot written at the beginning of the remainder of the word; as,



- (a) When a line of writing begins with a prefix it is neccessary to use the con-dot, unless the writer uses the device adopted by some reporters of writing the latter part of the word very close to the left hand marginal line to indicate the prefix. If there is no marginal line, then very close to the left edge of the paper. The dot should be used for the expression of con, com, cog, only in cases where it is very convenient, as where a word is isolated, and there is no convenient preceding outline to indicate it by proximity.
- (b) When the, a or I is the next word immediately preceding one beginning with a con-dot, the ticks may be disjoined and written in place of the con-dot; as,



256. When con, com, cog, or accom occurs in the middle of a word it is implied by writing the latter part of the word under or very close to the first syllable; as,



- (a) The prefix may safely be omitted in many words, such as *inconsistent*, *incomplete*, *inconvenience*, *inconsequence*, *misconduct*. It may also be omitted without loss of legibility, when a word begins with a backward In-hook, as, *inconsideration*, *inconsolable*, *unconcern*, etc.
- (b) Com, in the following words is expressed by Kay-Em: Comity, commissary, commiserate, commotion, comrade.

Conrad may be written Ken-Ray-Dee, and commerce Kay-Mers. Conic should be written Ken-Kay.

(c) Concom, occurring in concomitant and concomitance is written with two light dots, one above the other, at the beginning of the remainder of the word; thus,



257. Accom is expressed by the stroke Kay disjoined; thus,



258. Contra, Contro, Contri, Counter, are expressed by a small tick written before the remainder of the word; as,



259. For, fore is expressed by Ef, either joined or disjoined:



- (a) In the following words the prefix should be represented by Fer: forget, forgot-ten, forgive-n, foretell, forgave, forego.
- (b) The word forenoon should be written Ef-Ray-Nen, to more surely distinguish it from afternoon.
- 260. Intro, Inter, Enter, Anti, Ante are expressed by Net, either joined or disjoined; as,



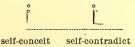
261. Magna, Magne, Magni are expressed by Em written over the remainder of the word; as,



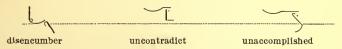
262. Circum, Self are expressed by a small circle written before the remainder of the word; as,



263. Self-Con, Self-Contra are expressed by writing the small circle in the place of the con-dot; as,



264. When any one of the above prefixes is preceded by a syllable, as *in*, *en* or *un*, such syllable may be expressed by the proper letter or letters joined to or written near the prefix; as,



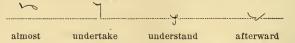
(a) The advanced writer may safely join many prefixes, but when joined they should be placed on the line; as,



265. Inre, Unre are expressed by Ner; thus,



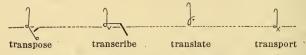
266. Word signs are sometimes used as prefix signs; thus,



267. With, when a prefix, is expressed by the stem Thee joined to the remainder of the word; thus,



268. **Trans** is expressed by Ters, the n being omitted; thus,



Other prefixes found in the language are expressed by the proper phonographic outline.

READING EXERCISE.

4 Ch - John - Jo 8/0/0/1/10000099 " To the total المراج ال A 5/ 2 2 4 4 4 70 1 - 34 we xit of the state of the stat

WRITING EXERCISE.

- 269. (a) In conversation, in construction, in comparison, in contributing, in reconciling, was content, was composed, it contained, may conduce, will compel, will comprise, will consecrate, they combat, a new contrivance, I am conscious, your committee, will concede, it may consume, we will confer, this conception, their concern, in concert, her consent, this conclave, do you commence, my commission, was condemned, it was continued, I will confess, it will conflict, it should conform, we shall confront, do not confuse, will you concede, I will consent, did he confess, you will confer, it will consume, a little conceit, in that confederation, we congratulate, the present configuration, they will conciliate, he was convicted, this is condensed, I will compare, take the communion, he was compassionate, easily congeals, very combative, this commission, somewhat cumbersome; compile, cognate, cognizant, cognomen, concede, conceit, concentrate, conceal, confederation, convicted, condensed, compare, commune, compassionate, congeal, combative, cumbersome, concord, concur, concussion, condensation, condolence, concoct.
- (b) Decompose, misconduct, discomfit, disconnection, incommode, incompressible, irreconciliation, recognition, reconsider, recommit, misconstrue, noncontagious, noncommission, unconquerable, recumbent, accommodation, accomplish, preconceived, unconcerned.
- (c) Contradiction, controvert, contribution, contraband, contradistinction, contribute, controversy, counterfeit, counterpane, countersign, countermand, counterpoise.
- (d) Forewarn, foreseen, foreswear, foreknowledge, forecast, foreclose, forefather, forefinger, forego, forehead, foreland, foresee, foresight, forebode.

Use Fer for the prefix in the following words: forget, forgive, foretell.

- (e) Intercede, interlard, interlink, interlude, intermeddle, intermit, intermingle, intermittant, interpreter, interrogate, introduce, intercourse, entertain, intervene, interrupt.
- (f) Magnetism, Magna Charta, magnitude, magnetic, magnificent magnify.
- (g) Circumvention, circumspect, circumnavigate, circumference, circumscribe; selfish, self-improvement, self-knowledge, self-made, self-important, self-conceit, self-contradict; self-denial, self-esteem, self-evident, self-same.

- (h) Unrecompensed, in response, in receipt, in reply, in writing, in reference, in regard, unreasonable, in respect.
- (i) Almost, undertake, afterward, understood, after-thought, thereafter, therefore, overcharge, overhaste, overreach, overdraw, overcloud, overdo.
 - (j) Withdraw, withstand, withhold, withheld.
 - (k) Transfer, transpose, translate, transcend.

MR. LELAND B. CASE,

Detroit, Michigan.

DEAR SIR:—Can you recommend to me some young man capable of doing light reporting, etc., who is also a good typewriter operator? I have a class of work that I desire such a person for, viz: Justice Court, Police Court, dictation, testimony before commissioners, and such work. He must be of correct habits, steady, and not lazy. If you can recommend such a person please put him in communication with me and oblige. I have no terms to offer—I will say what I will pay when I see my man, or know what he is capable of doing. My present force consists of two assistants—Mr. Atkinson, who reports in one of my courts, and Miss Johnson (whom you have met), who does my copying and general office reporting.

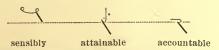
Yours very truly,

HENRY F. WALCH.

LESSON XXI.

AFFIXES.

270. Ble, Bly, are expressed by a joined Bee, when Bel cannot be conveniently used; thus,



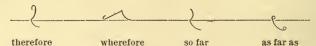
271. Bleness, Fulness, Someness are expressed by a small circle at the end of the preceding part or the word; thus,



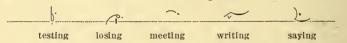
272. Lessness is denoted by a large circle written at the end of the preceding part of the word; thus,

carelessness thoughtlessness

-73 Fore, Far, terminating a word is expressed by a joined Ef; thus,



274. Ing is expressed by a light dot at the end of the word, and sometimes by the stroke Ing; as,

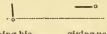


275. Ing ther is expressed by turning the dot into a heavy disjoined tick; thus,



doing their giving their showing their going there

276. Ing his, Ing us may be expressed by a small circle written in the place of the Ing dot; as,



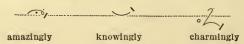
doing his

277. When not convenient to use the stroke for ings, it is best expressed by two light dots; thus,

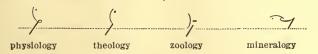


doings proceedings misgivings

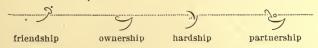
278. Ingly is expressed by a heavy disjoined tick; thus,



279. Alogy, Ology is expressed by Jay, either joined or disjoined; thus,



- (a) Derivatives from this class of words, are formed by adding the necessary outline; as, Efs-Jayst for physiologist; Em-Ner-Jayst for mineralogist; Tet-Jayst (disjoined) for tautologist.
- 280. Ship is denoted by Ish, either joined or disjoined; as,



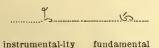
281. **Tial** when it cannot be conveniently expressed by Shel may be denoted by Ish; thus,



282. **Soever** is expressed by Iss-Vee joined, or by Iss disjoined; thus,



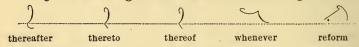
283. Mental, Mentality is expressed by Ment disjoined thus.



284. Lity, Rity may be expressed by disjoining the last consonant of the preceding part of the word; thus,



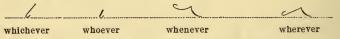
- (a) In analogy with this principle we write the following and similar words by disjoining the last stroke: *Verbosity*, *urbanity*, *Christianity*.
 - 285. A word sign is often used as an affix sign; thus,



- (a) Where of and to conflict, the sign for of is disjoined.
- 286. Full, Fully are expressed by the f-hook and sometimes by the stem Ef; thus,



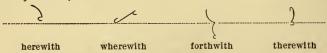
287. Ever is sometimes expressed by the f-hook, but more generally by the stem Vee; as,



288. On is sometimes added by the n-hook; thus,



289. With, as an affix, is expressed by Weh and sometimes by Thee; as,



ed 14 1. 19 3/2 (1 -1/2; 00)0 ~ , b, 2, m, 5 5 5 2 7 7 edelos; horships;) /)= 160 ~ 2 ~ 2°)°/ 2 2 2 2 7/1,13,4,-07,700,3 ~ 11,76 / 5/5/11-1/10/5/5/5/V

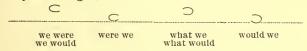
WRITING EXERCISE.

- 290. (a) Sensible, accountable, attainable, forcible, profitable, insurmountable, feasible, lovable, questionable, comfortably.
- (b) Feebleness, thoughtfulness, carefulness, troublesomeness, artfulness, awfulness, bashfulness, fearfulness, forgetfulness, fretfulness, hopefulness, irksomeness, joyfulness, fulsomeness, lawfulness, teachableness, gladsomeness, mirthfulness, youthfulness, spitefulness, restfulness, slothfulness, thankfulness, sorrowfulness, watchfulness, wistfulness.
- (c) Carelessness, thoughtlessness, heedlessness, lawlessness, articsness, blamelessness, endlessness, fruitlessness, harmlessness, heartiessness, joylessness, lifelessness, matchlessness, uselessness, worthlessness, restlessness.
 - (d) Therefore, wherefore, so far, as far as.
- (e) Doing, thinking, making, committing, undertaking, doings, sayings.
- (f) Knowingly, amazingly, charmingly, strikingly, provokingly, laughingly, lovingly, seemingly, bewitchingly, soothingly, searchingly, trippingly.
- (g) Etomology, physiology, zoology, phrenology, theology, mineralogy, tautology, chronology, osteology, physiologist, zoologist, theologian.
- (h) Friendship, lordship, ownership, partnership, wardship, hardship, township, courtship, fellowship, rivalship, mayorship, sheriffship.
 - (i) Potential, prudential, substantial.
 - (j) Wheresoever, whensoever, whosoever, whithersoever.
- $({\bf k})$ Instrumental, fundamental, ornamental, supplemental, elemental, experimental.
- (l) Accessibility, adaptability, advisability, durability, admissibility, capability, compatibility, sensibility, affability, instability, accountability, disability, destructibility, divisibility, feasibility, immobility, fusibility, availability, debility, liability, nobility, credibility, plausibility, legality, disparity, prosperity, posterity, popularity, vulgarity, verbosity, urbanity, Christianity.
- (m) Thereto, hereto, whereto, thereof, hereof, whereof, thereafter, whenever, wherever, thereon, reform, transform, perform, deform.
- (n) Careful, hateful, deceitful, mournful, painful, graceful; whichever, whoever; looker-on, thereon, right on, set on; herewith, wherewith, forthwith.

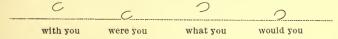
LESSON XXII.

ENLARGED WEH AND YEH.

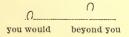
291. Enlarging a brief Way word sign adds any other brief Way word sign; as,



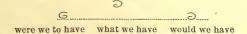
292. Enlarging a brief Way word sign and inclining the same in the direction of Ray or Chay adds you; thus,



293. In analogy with Sec. 291 we have the following forms:



294. A hook may be written within any of these enlarged forms to add have, of, to have; as,



READING EXERCISE.

295. The following beautiful story is engraved in the simplest style of shorthand, and is designed as a stepping stone to the more complex style used in rapid reporting. It illustrates what may be done without the use of phrasing, and should be carefully studied.

The Story of Narcissus

370,000,000,000 213,267,26,31,67,67 (1) de 67/19 ve con Syll Diese (1. 1. 1. 2. 2. V. M -- 3 () - 3) > - 7 () - 3) / () / () - 3) / () 77.

· 3000 1 / (c - 4) - 1/, 777-177 2 (°) 1 ° 5 (° °) 1 ° 5 (° °) 1 ° 5 (° °) 1 P 3 1/100/19 x 2 () 3 7 () 3 7 () 3) 16 1) 1 [[[]]]]]]]

WRITING EXERCISE.

- 296. I. We-were with-you when-you-were on your way to the sea-shore.
- We agree with-you, that this is an important matter and should receive attention at once.
- 3. Do what you will you cannot change the opinion of your friends across the way.

- 4. We-would be pleased to have you visit us some time before the summer is over.
- 5. Would-you have the kindness to bring with-you the volumes of which you were speaking.
 - 6. We-were at a loss to know what-you had to do in the matter.
 - 7. Were-you ever in the City of Paris during a holiday?
 - 8. Do what-you think best in the matter and we shall not complain.
- 9. We-were quite sure you-would not be pleased with them, even if they were here.
- 10. We-were to have them by the first of April, but they have not yet come.
 - II. The poor ye have always with-you, but Me ye have not always.
- 12. We-would-have you co-operate in this matter if you-would remain.
- 13. You will remember what-we-have already said upon this subject.
- 14. If we-would have their sympathy we must not give aid to their enemies.
 - 15. We-were-of your company when you-were crossing the plains.

LESSON XXII

OMISSION OF CERTAIN CONSONANTS.

- 297. Consonants are frequently omitted when their expression would cause an inconvenient outline, or when they are not necessary to legibility, as in the following instances:
- (a) T following s is often omitted for the sake of joining a following stem:



(b) K is frequently omitted after Ing and before Shun; as,



(c) P is omitted when preceded by m and followed by t, k, or shun; as,



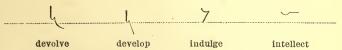
(d) R is omitted in *scribe* and similar syllables where its expression would involve an awkward outline; as,



(e) N is omitted when it would have to be expressed by an n-hook followed by a stem that cannot be conveniently joined; as,



(f) L is omitted in a few words to avoid an inconvenient outline; as,



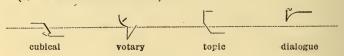
(g) H is omitted in a few words for a similar reason; as,



OMISSION OF VOWELS.

298. As the student grows familiar with phonographic outlines, he will learn that the great majority of words have distinct outlines of their own, and require no vocalization. All vowels, however, must not be omitted. There are many words which for prompt and positive reading require the insertion of the accented vowel. Words having the same outline and the same position can be distinguished in no other way than by inserting the vowel, except by the context, which can generally be relied upon in determining the proper word. A little experience in reading and writing shorthand notes soon teaches one when to vocalize and when not to vocalize. A few hints are given below as a stepping-stone to the reading of unvocalized phonography. Students will begin to omit vowels in the following cases:

(a) Unaccented vowels; as in

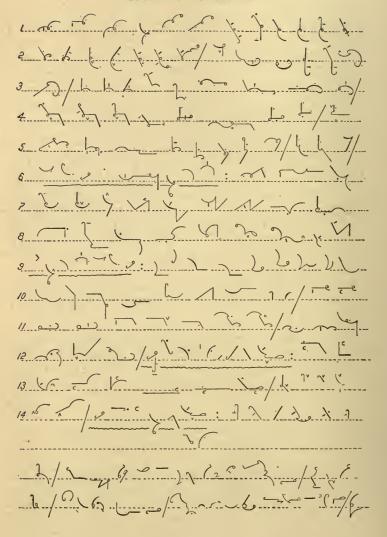


- (b) When the form of a word implies an initial vowel, as in the words, assign, ask, awake, alum, argue. When the words have the same outline they are generally distinguished by difference of position, as Es¹-Ens for science, Es²-Ens for essence.
- (c) When the form of a word implies a final vowel as in penny, bevy, pity, mighty, angry, needy.
- (d) When the name of the outline suggests the word; as, Ray-Dee for *ready*; Lay-Dee, *lady*; Dred, *dread*; Ink-Kay, *ink*; etc.

INSERTION OF VOWELS.

- 299. Vowels are sometimes essential to legibility, and the young writer will continue to insert them in the following cases:
- (a) When a word is used in a peculiar connection or when the construction is so faulty or involved that the meaning is obscure.
- (b) When the same outline stands for several words the accented or distinguishing vowel should be inserted; as, excision, causation, suction, section, employment, implement.
- (c) Words beginning with a vowel should generally be vocalized with the initial vowel, especially if the word contains but one stem; as, ebb, eke, eel, acre, hawk, upper, outer, etc. If the word has but one stem and has a vowel both before and after it, it is well to insert both vowels, but if owing to the pressure of speed only one can be inserted, the initial vowel will generally afford the best guide in determining the proper word.
- (d) A diphthong or a brief Way should generally be inserted, as in quake, twig, boil, jewel, etc. They are rarely omitted.
- (e) Uncommon words, especially when they occur in unusual connections, should be vocalized; as, *glebe*, *uncanny*, *gnome*, etc.

READING EXERCISE.



WRITING EXERCISE.

300. (a) Lastly, mostly, costly, restless, listless, postal, postage, postoffice, obstacle, must be, mistrustful, domestic, custom, vastly, justly,
postpone, postpaid, boastful, tasteful, trustful, breastplate, I trust you
will, distrustful, caustic, justify, testify, mistify, destitute, trustworthy.

(b) Auxiety, auxious, unction, sanction, function, destruction, infraction, friction, production, protraction, subtraction, rejection, de-

flection.

- (c) Tempt, consumption, presumption, assumption, exception, coemption, pre-emption, Simpkins, Tomkins, pump.
- (d) Prescribe, proscribe, subscribe, describe, transcribe, obscure, manuscript, discursive, discourse.
- (e) Demonstrate, assignment, stranger, identical, passenger, messenger, attainment, appointment.
- (f) Devolve, develop, indulge, intelligent, intellect, intelligible, intelligence.
 - (g) Critic, lymphatic, pathetic, escheat, athletic, badness.
- (h) Cubical, topic, admirer, enigma, variety, miscellaneous, dominant.
- (i) Ask, awake, alum, early, essence, science, penny, money, finn γ ready, lady, ink.
 - (j) Excision, causation, occasion, connection, chosen, chasten.
 - (k) Accrued, ebb, open, utter.

LESSON XXIV.

RECAPITULATION OF SPECIAL PRINCIPLES.

301. The student is now fitted for a more thorough comprehension of the various special principles and expedients which have been given in their logical order throughout the previous chapters of this book, and we now gather them in one chapter for special study and review. The student should strenuously endeavor to adopt these principles as early as possible. They should be assimilated and made use of as fast as

learned, so that the writer will have no fear of not being able to read them. The constant use of them in copying and dictation, though it may impede speed at first, soon establishes them in the mind and they form a part of stenographic capital from which the learner may draw to obtain speed and accuracy.

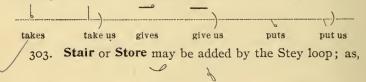
302. Is, His, As, Has or Us may be added to a word sign or outline by a small circle:



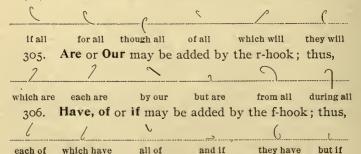
(a) If the outline terminates with a circle it may be enlarged to add one of the above words; thus,



(b) Us must be represented by the stem sign when there is a danger of its conflicting with the s-form of a verb; as,

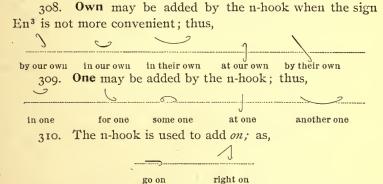


in store up stairs
304. All or Will may be added by the l-hook; thus,

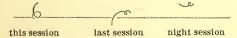


307. **Not** may be expressed by halving certain word signs and adding the n-hook. The n-hook on *but* and *or* adds *not*:

but not or not it would not may not cannot wi



311. **Session.** The eshon-hook may be utilized to add the word *session*.

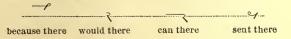


312. In, In-the. The backward hook is utilized on a few words to add in or in the; thus,

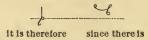


in consideration in the experience in summer in a similar way

313. **Their, There, They Are.** When these words cannot be conveniently expressed by the lengthening principle or by the word sign, they may be denoted by a heavy tick written in the direction of Bee or Jay; thus,



- (a) This tick is called Ther tick.
- (b) The f-hook or the circle may be added to the Thertick to add *fore*, *ever*, *his*, *is*, etc., according to principles heretofore stated:

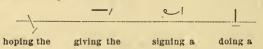


314. Ing thr is expressed by a heavy disjoined dash; thus,

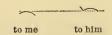


doing their having their going there wishing their

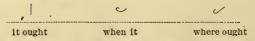
315. Ing the may be expressed by a disjoined The-tick. Ing a-an, by a disjoined a-tick.



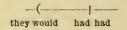
316. To me may be distinguished from to him by phrasing in its proper position the latter, and placing the former in the fourth position:



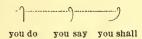
317. **It, Ought**. Halving a word sign and retaining its position, adds *it*; placing the shortened character in the first position, adds *ought*; as,



318. Had, Would. Halving a word sign and placing or retaining the same in the third position adds, had or would; as,



319. You. When the word sign for you is attached to certain stems it presents the appearance of an r-hook, and may be distinguished therefrom by writing the sign on the line when it is intended for you and a little above the line when it is meant for an r-hook outline in the third position; thus,



320. Other may sometimes be added by lengthening a word sign; as,



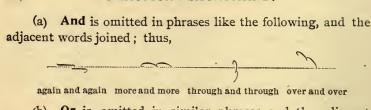
321. You and Were are sometimes reversed to secure a phrase; as,

when you come I send you there were

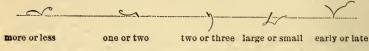
LESSON XXV.

IMPLICATION OF WORDS.

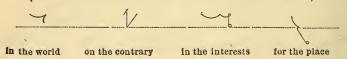
322. Generally speaking, it is allowable to omit any common word which the connection will readily supply, as will be seen from the following examples. This principle cannot be used indiscriminately; the connection must be close, and the sense must unmistakably suggest the missing word; and it is well for the student to use at first, only the examples given in the writing exercises herewith, which should be thoroughly memorized and practiced.



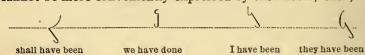
(b) **Or** is omitted in similar phrases and the adjacent words joined:



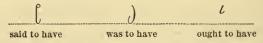
(c) The is omitted under similar circumstances; thus,



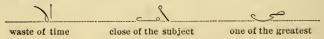
(d) **Have** should be omitted before *been* and *done* when it cannot be more conveniently expressed by the f-hook; thus,



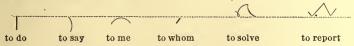
(e) To. When have is expressed by the f-hook to preceding it may be omitted.



323. Words Implied. Of, of the.—When of or of the between words cannot be conveniently expressed by their signs, they may be omitted and intimated by writing the adjacent words in close proximity, and sometimes the adjacent words are joined; thus,



- (a) It is often necessary to preserve the exact words of the speaker, and the reporter must exercise his judgment in implying words by juxtaposition. For instance, when the connected sense would not determine whether the speaker said: "In some of the paper," or "In some paper," the of the should be inserted.
- 324. To or To the may be implied by writing the following word under the line. If, however, the following word commences with an up-stroke it is better to write the sign for to and join the up-stroke; thus,



(a) To may be implied where it is followed by the, by writing Petoid under the line; as,



325. From to may be omitted in such phrases; as,



from time to time from hour to hour from year to year from place to place

326. After may be implied in similar phrases by writing one of the contiguous words below another; as,



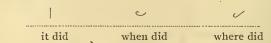
327. Were is implied by adding an r-hook and placing in the third position; as,



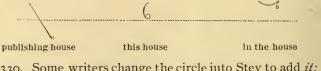
LESSON XXVI.

OPTIONAL PRINCIPLES.

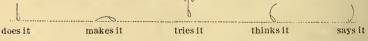
328. It is frequent practice of some reporters to halve a word-sign and place it in the first position to indicate the addition of did; thus,



329. The small circle is used to indicate house, when it occurs frequently; as,



330. Some writers change the circle into Stey to add it; as,



331. The small circle may be changed into Ster to add there, their, they are; as,



- 332. Ster may be used in the first position for Is there; in the second position for as there, as they are.
- 333. Writing a word-sign in the third position to indicate the addition of you; as,



LESSON XXVII.

PHRASING.

334. No very precise rules can be laid down for phrasing. While no two stenographers would make all phrases in the same manner, nor any one stenographer make exactly the same phrases the second time, yet all stenographers do phrase more or less, and many phrases are always made in the same manner, and there is no doubt of the great advantage gained by the practice of phrasing. Young writers are apt to overrate the value of phrasing, and think if they could join a whole discourse into one continuous phrase, reporting would be an easy matter. There is a point beyond which it cannot be carried to advantage. The following suggestions as to the limitations and resources of this branch of the science may guide the student in determining the principles upon which phrasing is based, and which are impossible, owing to the many exceptions, to formulate into words.

To be of value phrasing must be done spontaneously and without the least effort of the mind, otherwise it will hamper the free movement of the hand and cause hesitation. Phrasing may be carried to any extent that does not cause confusion of mind, or awkward or difficult joinings, and the length of a phrase varies from two to six words. There must be no mental effort in phrasing—it must be involuntary and automatic. How much a writer may phrase depends largely upon his familiarity with the peculiar diction of the subject matter, or the frequency with which certain combinations of words occur. A stenographer who is familiar with the technical language used in large electrical manufacturing establishments would make phrases which would not be allowable for a writer familiar only with the vernacular of a law office; or a reporter accustomed day after day to report the testimony of sailors in an admiralty court will naturally phrase more in that line than one who is accustomed only to reporting in a criminal court.

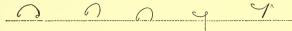
Phrases should not be so long as to break up the rythm of movement of the hand, as they would if run too far below the line. A little practice soon determines how long phrases can be conveniently made.

A long phrase and then a succession of no phrases at all would be apt to cause a momentary hesitation which might be fatal to speed.

We have already cautioned the student not to join words which are separated by a pause, either rhetorical or grammatical, but this rule is of little value after all in actual work, and the only invariable rules seem to be facility of joining and ease of reading. The best methods of phrasing will suggest themselves to the student as he grows in practice and experience, and he will naturally form more phrases than can be put in any collected list. We have presented only enough to guide the student at the outset. The mind will naturally receive the words in such groups as the hand will cast into a convenient phrase, but the habit of phrasing will not come without some cultivation. Indeed, persistent practice is necessary. The habit of practicing on isolated phrases is helpful, especially when one meets a phrase which seems particularly difficult. The young writer should not reject it because he cannot make it with proper ease and accuracy, for it may be a phrase quite desirable to use in order to gain both speed and legibility, and it should be practiced upon until it can be made with ease and precision. The phrases, "it-could-not," "isn't-it," "wasn't-it," belong to this class of phrases. Some will find it difficult to make auch a phrase as "andthese-are," for in rapid execution one is likely to get an unintentional hook on the upward stroke and make it look like "in-this-work." Such phrases should be practiced upon until they can be made with precision.

- 335. The first word of a phrase generally determines the position of the whole phrase. There are some words, however, which require to be placed in their own position in order to be legible, and when these are the second words of phrases, the other words must accommodate themselves to that one, as in "as-these," "as-this," "as-those," "as-little," "as-long."
- 336. Since in such phrases as "by-a," "be-a," etc., Ketoid might resemble Retoid, and therefore be mistaken for the The-tick, always express the article in such phrases by an initial tick joined to the following word. The pronoun I may be joined between two words by making it either horizontal or perpendicular. It is not likely to conflict with the tick for a-an-and.
- 337. When I begins a phrase use Tetoid or Retoid, first position, according to the ease of joining, and if any other of these signs join readily to the following word, use Tetoid first position.

338. We or were is always joined to the four liquids, l, m, n and r, by the hook; thus,



we always we also were unsatisfactory we enjoy

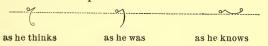
339. As the I-tick may be written in two different directions, it is well to have a uniform practice with reference to its use on such phrases as I can, I am, I go, etc.

340. The beginner will use great caution in phrasing the signs for or and but, as they sometimes conflict with the tick for a-an-and, and the context is not always a safe guide. "Or whether" and "or give" might be read for "and whether" or "and give." So, too, "but can" may be interpreted "and can." It is well for the beginner to make it a rule never to phrase the signs for or and but.

341. The ticks will prove troublesome to beginners unless clear ideas are formed from the start of their correct use. The following will illustrate some distinctions which are necessary to be formed:

			9		P
	<u> </u>			2	
as to	as to the	as the	on his	he is	is the
~	5			2	
**************			<u></u>		C
and what	or what	and would	but would	of what	to what

342. The tick for *he*, when beginning a phrase, must rest on the line, and it is generally written downward, though it may be written toward to secure a better phrase:



READING EXERCISE.

LESSON XXVIII.

PHRASE LIST.

- 343. The following is a list of frequently recurring phrases, some of which are specially contracted, but most of which are formed in accordance with the regular principles. They should be practiced upon until they can be written without the least hesitation. For the sake of review we append a statement of the principles underlying the formation of most of these phrases:
 - I. The 1-hook adds all, will.
 - 2. The r-hook adds are, our.
- 3. Special phrases are formed with it, which, such, she, they, there, by the following principles:
- (a) Halving any of these words and placing in the first position adds *ought*; as, Tet¹, *it ought*.
- (b) Halving and placing in the third position adds had or would; as, Tet³, it had, it would.
- (c) Attaching an f-hook to any of the above mentioned words and placing in the first position adds ought to have; as, Tef¹, it ought to have.
- (d) Attaching an f-hook and placing in the third position adds would have; as, Tef³, it would have.
- (e) Halving and placing in the first position with an n-hook attached adds ought not; as, Tent¹, it ought not.
- (f) Halving these forms and placing in third position with an n-hook attached adds, would not or had not; as, Tent³, it would not, it had not.
- (g) Halving, with an f-hook attached, and placing in first position adds, ought to have had; as, Teft¹, it ought to have had.

- (h) Halving, with an f-hook attached, and placing in the third position, adds would have had; as Teft³, it would have had.
- 4. Were is sometimes indicated by adding an r-hook and placing in the third position; as, Cher³, which were; Jertoid³, who were.
- 5 **Ing** is omitted to secure a joining in such compound words as, *drawing-room*, *dining-room*, *dining-table*, etc.
- 6. What is sometimes indicated by halving a word sign and placing in the first position; as, Pent, upon what; Fet, for what.
 - 7. One is added by the n-hook.
- 8. **To** is often omitted to secure a phrase; as, Iss-Dee-² Yuh, *said to you*.

Able to Bled² able to have Blef2 absolutely necessary Bee3-Slet-Enses according to Kret1 according to them Kret1Thee again and again Gen2-Gen along side of Ing³-Iss-Def although there is Bedoid¹-Theethers all of Beftoid1 all have all would Bentoid 1 and of and if Keftoid2 and all Kletoid2 and are, and our Kretoid2 and our own Krentoid2 another one Enthern2 anything else En1-Ing-Els anything less En1-Ing-Lays as far as Iss2-Efs as good as Iss-Geds² as great as Iss-Grets² as it were Ster³ as it ought Stet1

as it had as it would Stet3 as little Slet1 as it Zet2 as a Sketoid2 as the Iss2-Chetoid as to Iss-Petoid2 as to a Iss2-Tetoid as to the Iss2-Petoid as well as Slays2 at all events Tlef3-Nets at any rate Tee3-Nert at hand Tent3 at a time Tee3-Ketoid-Tee at any time Tee3-En-Tee at one time Ten3-Tee at some time Tee3-Smet at the same time Tee3-Smet (Voc) at last Tee³-Layst at least Telst³ at the time Tee3-Retoid-Tee at one Ten3 at once 'Tens' at or about Ter8-Bet at first Teest3 at length Tlen3 at our own Tren3

Before it Beft² before you Bef2-Yeh better not Bet2-Rent better than Bet²-Ren but are not Trentoid² but if, but of Teftoid2 but not Tentoid² by all Bel¹ by it Bet1 by our Ber1 by way of Bee1-Wayf

Call forth Klef1 can there Kayther2or Ken2-Bedoid Counsel for defense Kay-Def² Counsel for the defendant Kay-Dee² Couusel for the plaintiff

Plent²

Day or two Dred² day or two after Dreft2 do I know Dee2-Ketoid-En during the latter part Der3-Layter Pret dwelling house Dee2-Lay-Hays

Е

Each are Cher1 each one of them Chen1-Thee every one Vren2 everywhere Ver2-Ar

For all Fel² for all are } Fler2 for all our for it Fet2 for what Fet1 for one Fen2 for our Fer³ from all Frel² from one Fren2 from it Fer2-Met for instance Ef2-Stens for the plaintiff Ef 2-Plent for the defendant Ef2-Dee for the first time Ef2-Stey-Tee for the most part Ef2-Ems-Pret for the sake of Efs²-Kef for the purpose Ef2-Pee

Gave it Geft² go on Gen2 go ou and state to the jury Gen2-Stet-Jer good deal Ged²-Dee great deal Gret²-Dee gentlemen of the jury Jet2-Jer General Manager Jay2-Em-Jer

Had been Den³ Habeas Corpus proceedings Hay2-Ker-Pers-Dee liad had Ded³ has known Snen² had not Dent³ has there Zeether³ have-ing been Ven² have not Vent2 hope to have Pef3 how long have you lived Retoid3-Ing-Lay-Ved how loug have you known Re-

toid3-Ing-Nen

I am iuclined Petoid¹-Em-Enam in receipt of your letter Petoid-Em-Ner-Stee²-Layter if all Fel1 if all are | Fler1 if our Fer1 in the meantime Eu¹Men-Tee in the words of my text En1-Werds-Teest in all Nel1 Net1 in what in one Nen1 is said to have Ses-Def² in consequence En-Skens¹

in consideration Ins-Dershun² in order Nert1 in point of fact En1-Pent-Ef in response Ner¹-Spens in the next place En¹-Ens-Pees in the world En1-Eld in reference Ner-Ef2 in regard Ner1-Gerd in our Ner1 in some way In-Sem²-Weh in the first place En-Steh-Pee² in the second place En¹-Skentin writing · Nert¹ In your handwriting En¹-Nert-Ing dot is there Zeether¹
it ought Tet¹ it had it would Tet3. it ought not Tent1 it had not } Tent3 it would not it ought to have Tef1 it would have Tef3 it ought to have had Teft1 it would have had Teft3 it will have Telf2

J

Joint stock Jed¹-Stee-Kay just as Jayses² just at present. Jays²-Tee-Pers just after Jays²-Fet just before Jays²-Bef just now Jays²-En-Petoid

L

Last day Lays³-Dee last night Lays³-Net last will and testament Lays³-Lay-Tees-Ment last hour Lays³-Ar learned counsel Len²-Kay less than Lays-In²

M

May be Emb² may have been Emben²

might there Emther¹ much will Chel³ must be true Ems²-Bee-Ter more and more Mer²-Mer more or less Mer²-Lays more than once Mern²-Ens Mr. President Mer¹-Pers My dear Sir Emders¹-Ray

N

Next day Ens²-Dee no, sir Ens² no other Enther³ nor will Nerl¹ no less Nels² no one Nen³ nothing else En-Ith²-Els nothing less En-Ith²-Lays nothing less than En-Ith²-Lays-In

0

Of all Pletoid¹ of our Pretoid¹ of it Vet1 of their Veether¹ of what Pentoid¹ on all Cheltoid1 on our Chertoid1 on either hand Thrend1 on the other hand Thrend2 on the one hand Wenend² on every hand Vrend2 on his part Retoid1-Spret once or twice Wens2-Tees or not Tentoid1 ought to have Jeftoid1 over it Vert1 our own Arn3

P

Please state to the jury Pels²-Stet-Jer point of view Pent¹-Vee

R

Right of way Ray¹-Tef-Way right side of Ray¹-Iss-Def right or wrong Ret¹:Ray-Ing real estate Rel¹-Stet S

Say to you Es²-Yuh
said to you Iss-Des²-Yuh
Sec. of State Skret²-Stet
Sec. of War Skret²-Wer
seem to be Semb¹
set off Iss-Tef¹
set forth Iss-Tef²
shall have been Ish²-Ben
shall it Ist²
shall not Ish²-Net
so far Es²-Ef
some time Smet¹
southeastern quarter Iss-Thes²-

Kayter
so far as you know Es²-Efs-En
step by step Steh-Pee²-Steh
such a one Iss-Chen²
such are Iss-Cher²
such ought to have Iss-Chef¹
such have Iss-Chef²
such would have Iss-Chef³
such ought to have had Iss-Cheft¹
such have had Iss-Cheft²
such would have had Iss-Cheft³
such were Iss-Cher³
such would not Iss-Chent³

T

Take it Tee2-Ket that there Theether¹ they have. Thef² they have had Thef 2-Dee they ought Thet1 they would Thet3 they ought not Thent1 they would not Thent3 they ought to have had Theft1 they would have had Theft³ they are all to have Threlf² Thret1 there ought there would Thert3 there will have Threlf 2 the other Theether2 the other one Theethern²

to become Bee³-Kay to be done Ben³ to have Peftoid² to all Pletoid² to our Pretoid² to ourselves Pretoid²-Ses

I

Upon it Pent²
upon what Pent¹
up there Peether²
upon there Pen²-Ther (tick)
up stairs Peesters²

W

Was there Zeether² we are of Werf 1 we can Klen1 we cannot Klent¹ we could Klet1 we gave Weh-Gef 1 we know Wen1 we may be Wemb¹ we may have been Wemben¹ we mean Wemen¹ we meant Wement1 we might Wemt1 we were we would Enlarged weh1 were we Enlarged weh2 what we Enlarged wuh¹ would we Enlarged wuh2 which are Cher2 which are had Chert³ which were Cher³ which ought Chet1 which it Chet² which would Chet3 which ought to have Chef 1 which have Chef² which would have Chef3 which ought not Chent1 which would not Chent3 which ought to have had Cheft1 which would have had Cheft3

WRITING EXERCISE.

- 344. After all, as early as possible, as long as, as large as, as much as, of all, all of, about as much, about as difficult, it will not be, it is the, it is a, and it is the, and it is a, it is your, it is that, it is that which, it is his, it is not, it is not that, it can, it cannot, it cannot be, it can be, it may, it may have, it must, it must be, it must not, it must not be, it can have, it cannot have.
- (b) Which is, which is your, which is that, which can, which cannot, which must, which must be, which must not be, and which was, and which was not, which cannot give, which can give, which you, which you may, which you will, which you can, which must probably, which may probably, and which must have been, which is not, which the, which he did, which should be, which should not be; do you, do you know, do you not know, do you not know that, do you think, do you think, do you have, do you go, do you remember, do you make, do you mean, does your, does it, do they, does not it; they may, they may have, they may have been, they must, they must be, they must not be, they must have been, and they must not be.
- (c) They have, they have not, they have not been, they should not have, they should not have been, they have not, they have not become, and they have been, they have not done; there was, there was not, and there was not, there has never been, there can never be, there is, there is nothing, and there cannot be, and there could not be, and there could not have been; this is, this is the, this is the way, this is the best, this is the best way; this was, this was not, this cannot be, this could not be, was it, wasn't it, was done, wasn't done, wasn't your, isn't your, did you, did you come, did you go, did you think, did you know, did you know them, did you know that, did you know that they, did you have, did they, did your, did you understand.
- (d) You will, you will be, you will do, you will have, you will probably, you will be there, you will not be, you will never be, you should, you should not, you should not be, you should never be, you are, you are doing, you may, you may have, you may think, you must, you must be, you must not, you may not be, you cannot be; we are, we are very, we are very sure, we are probably, we are doing, we are thinking, we are having, we are sure, we are pleased, we are certain, we are certain that you will, we shall be, we shall have, we shall not have, we shall go, we shall do, we shall ask; we will, we will be, we will have, we will have your, we will have them, we will ship, we will ship, we will ship, we will ship

them, we will ask, we will do, we limit, we always, we also, we mean, we learn, we laugh, we must, we must not, we must be, we refer, we receive, we render, we rejoice, we reply, we mean to be, we must also, we must consider, we never, we knew, we require, we recommend, we resolved, we will observe, we are well aware.

- (e) What are, what are you, what are you going, what can be, what will, what will it, when we think, when they were, I am, I may, I may have, I may come, I must, I must be, I must not be, I will, I will do, I will have, I will think, I will write, I will write you, I will write him, I will ask, I will ask them, I can, I can be, I can have, I shall, I shall not, I shall not be, I shall never be, I was, I was not, I was not thinking, I didn't, I didn't think, I did not do, I did not have, I don't, I don't know, I don't know that, I don't know them, I don't object, I think, I think it is, I think it likely, I think so, I think that, I thank, I thank you, I should think, I should not think, I should judge, I should not judge, I became, I should become, I suppose, I take pleasure, I take your, I say you are, I shall be there, I remember, I said, I received, I ought, I ought not, I ought to have.
- (f) He may, he can, he must, he must be, he must not, he may, he had not, he did not, he would not, he said, he took, he believed, he could not, he cannot, he can, he referred, he represented, he gave, he was, he became, he expected, he hoped, he tried.
- (g) And the, and he, and but, and they, and should, and I, and ought, but he, but he became, but he did, but the payment, or you, and you, and would, and what, or what, of what, to what, as to, as to the, as the, as he, as he thinks.
- (h) We were, we would, were we, what we, what would, would we, with you, were you, what you, would you, you would, you were you were not, you were in, you would be, you were to be, we were doing, we were having, we were thinking.
- (i) Estimated cost, distinguished citizens, District of Columbia, very important, maintain your part, City of New York, National Bank, Secretary of War, Secretary of State, step by step, ten thousand dollars, one million, in all probability, there is certainly, by his own statements, it appears to me, a near as you can.
- (j) From time to time, from hour to hour, from day to day, from year to year, year after year, day after day, over and above, farther and farther, better and better wider and wider.

LESSON XXIX.

REPORTING LIST.

345. The following list of word signs contains nearly all the more common words of the language which require a special sign: They occur frequently in any kind of literature, and the forms given to them are brief and easy, while the full outlines of many of them would be awkward and cumbersome. Their careful study will furnish an invaluable shorthand discipline, enabling the writer to reach a much greater speed with them than without, and they render notes more legible by furnishing absolute distinctions between words which would otherwise conflict. Another great value in their study lies in the ability which it gives the student to form, in analogy with them, short forms for many similiar words.

We have preferred to use the nomenclature rather than the engraved outlines in the following list, because there is a positive advantage to be gained from the use of it which is not compensated for by having the engraved form before the eye. When a student learns a list by continued copying from the engraved outline, he is apt to do so mechanically and thoughtlessly, while if he had only the name of the outline before him, he must make a mental image of the character and then transfer it to paper. This slight mental effort will tend to fix the character in the mind much more surely than the thoughtless copying of engraved forms. We now speak only with reference to learning wordsigns, for the copying of engraved matter will tend to fix accuracy, and establish a legible hand as nothing else will. There is a difference between unthinking, mechanical copying and a wise and thoughtful initation of a perfect copy. He should practice unremittingly on each outline until it can be made automatically and without the slightest effort at recalling.

They are not difficult to learn when proceeded with properly, although they may seem difficult at first. A few should be taken at a time and perfectly learned by copying each form over and over again, and practicing on them in short improvised sentences until the student is familiar with their appearance in connected reading, and until they can be read without stumbling. The practice of composing short sentences in which they occur, and the reading and re-reading of these sentences is of great benefit. It is well to analyze phonographically the

word to determine what the full outline is, and then observe what part of the full outline is taken to form the contraction. The contraction will generally be found to be the accented syllable of the word, or some part of the outline which is suggestive of the word.

The making of an outline over and over again, repeating its name aloud as it is made, is one of the surest and most satisfactory ways of growing familiar with phonographic outlines. Take, for instance, the word agitate; to the average student the sound of this word suggests no outline whatever, but after it is practiced upon for a short time only, the sound of the word will instantly suggest the outline, Jet-Tec. The memory, when drilled in a particular line, will improve very rapidly, and after a short discipline in the study of this list the student will be surprised himself at the ease and facility with which he retains phonographic outlines, for he will be able to remember any outline after seeing it once only.

The figures 1, 2, 3 denote the respective positions of the character. The figure 4 is used sometimes to indicate the position of a word placed under a line to imply a preceding to. The colon is used to indicate that the following stem is to be disjoined. The dagger is used to indicate that one outline intersects another as in the word sign for notwithstanding.

The position of the derivative word generally follows that of the primitive, no matter what may be the accented vowel; as, repute, reputation; active, activity.

A

Absurd-ity Bees²-Ard abundant-ce Bend² abrupt Bee²-Ray-Pet abstract Bees³-Ter accept-ed-ation Iss-Pet³ acceptable Iss-Pet³-Bel accident-al Iss-Dent² accurate Kret³ accuracy Ker³ acquaint-ed-ance Kay²-Net adjourn-ment Jern³ addition-al Deeshun³ administer Dees³-Ter adjust-ed-ment Jayst² admit-ed-ance Dee¹-Met admonish-ed-tion Dee¹-Men advance-ed Def³ advancement Dees³-Ment

adventure Def 3-Enter advertise-d Dee3 advertisement Dee³-Ment advice Vees¹ advise Vees¹ affect-ed Ef3 affection-ate Efshun³ agent Jay2-Net agency Jay²-Es aggregate-d-ion Ger²-Gay agriculture Ger2-Kel ah Hay² along Ing3 America Em2-Kay American Em²-Ken amount-ed Ment2 angel Jel² angelic Jel²-Kay annihilate En1-Let anniversary Vers2-Ray

annual Nel3 anterior Net3 anticipate-d Ents1-Pet anticipation Ents-Pee1 appear Per¹ Prens¹ appearance appliance Plens³ applicable Pel³-Bel applicant Plent3 application Pelshun³ apply Pel3 apprehend Prend³ apprehension-ive Pren³ approve-al Pref 3 approximate-ed-ion Per¹-Kays-Met arbitrary-ation Ar3-Bet

architect-ure-ural Ar2-Ket aristocracy-crat Ars3-Tee arrive-d Ref 1 artificial Ret1-Ef assignment Es1-Ment assist-ed-ance Es²-Stey attain Ten3 attainment Tee³-Ment atonement Tee²-Ment attract-ed Ter3 attraction Tershun3 attractive Tref 3 auspicious Es1-Pee authority-tative Thret1 average Vee³-Jay averse Vers³ aversion Vershun³ avert-ed Vert³ avocation Veeshun³ avoid-ed-ance Ved¹ awful Deftoid¹

В

Bachelor Chler³
bank-rupt Bee³-Ing
baptize-ist-ism Bee²-Pee
beauty-iful Bet²
began Gen³
begin Gen¹
begun Gen²
behalf Bee²-Ef
behind Bend¹
belief Blef²

believe-d Bel² belong-ed Bel¹ bounty-iful Bent³ brethren Bren³ build,built Belt¹

(

Calculate-ed Kel³ California Clef 1-Ray Catholic Kay-Ith2 certain-ty Iss-Ret2 certificate Iss-Ret2-F chair Cher² challenge-d Chel2-Jay chamber Chay²-Ber change-d Chay2 chapter Chay3-Pet character Ker²-Kay characteristic Ker2-Kay-Stey charge-d Chay3 charity-able Chert³ cheer-ed Cher1 cheerful-ly Cherf 1 child Cheld¹ children Chel² Christian Kren¹ circumstance-tial Iss-Tens3 citizen Iss-Ten¹ clerk,color Kler2 collateral Kay2-Later collect-or-tion Kel²-Kay combine-ation Ben¹ commence-d-ment Ens2 commercial Kay2-Mer complete-d Plet1 completion Pelshun¹ comply Pel1 comprehend-ed Prend2 comprehension-sive-ible condition-al Deeshun² conserve-ative Iss-Ref² consist-ed Ses-Tee¹ consistency Ses-Ten¹ conspicuous Iss-Pee1-Kays constituent Stey-Tent1 constitute-d Stey-Tet1 construct-ed Iss-Ter2 construction Stershun² contract-ed Ter2-Ket contraction Tershun²

contractive Tref²
correct-ed-ion Ker¹
count-ed-enance Kent³
cover-ing Kef²
cross-examine-tion Kers²-Men
curious Kers³

D

Danger Jer2 dangerous Jers2 dark Der3 darken Dren3 darkness Drens3 December Dees²-Em defendant Dee2 defense Def 2 Dee²-Shay deficient-cy deform-ity Dee2-Fer degree Ger1 delight-ed Dlet1 delinquent-cy Dlen1 deliver-ed Del2 designate-d-tion Dees2-Gay demoralize Dee2-Em-Lays demoralization Dee2-Em-Lays-

denominate-d-tion Den¹ depravity Dee³-Pref derivation Dref ¹ derivative Dref ¹ derive Dref1 describe-d Iss-Ker¹ description Iss-Kershun¹ determine-ation Dee2-Tren detest-ed-ation Det2-Stee develope-d-ment Def 2-Pee direct-ed Der2 direction Dershun² director Der2-Ter directory Der2-Ter distinct-ion Dee¹-Stey distinctive Dee2-Stey-Vee distinguish-ed Dee2-Stey-Ing dignity-fied Dee2-Gay dilapidate-d-tion Del2-Pet disinterested Dees2-Nets-Tet distribute-d-ion Dee1-Ster district Dees1 District of Columbia Dees¹-Kel divine-inity Def 1

devolve-d Def ²-Vee doctor Der ¹ dollar Dee ¹ duration Dershun ³ dyspepsia-tic Dees ²-Pee-Pee

E

Effect-ed Ef2-Kay efficient-cy Ef 2-Shay electric-ity El2-Kay England Ingend¹ English Ing Englishman Ingen¹ entertainment Net-Tee2-Ment enthusiasm-tic En-ith³-Ses envelope-d En-Vee²-Pee equivalent Kef¹ especial-ly Es²-Pee eternal-ity Tren² Ven¹ evening evidence Ved2 exact-ly-ness Sket³ exaction Skayshun³ exaggerate Iss-Jert² exaggeratory Iss-Jert2-Ray exaggeration Iss-Jershun2 examine-ation Iss-Men² examined Iss-Mend² example Iss-Emp³ exasperate-d-ation Ses-Pee3 exceeding-ly Iss-Dee1 except-ed Iss-Pet2 exception-al Iss-Peeshun2 exclude-d Iss-Klet² exclusive Skels-Vee2 exclusion Skelshun² excuse-able Skays³ executor Kay2-Iss-Kayter executrix Kays2-Kay exhibit-ed Iss-Bet1 exhibition Iss-Beeshun¹ exist-ed Ses-Tee2 existence Ses-Tens² expand-ed Spend3 expanse Spens³ expansion-ive Spen³ expect-ed-tation Iss-Pee² expedient Spet1 expedition Kays-Pet1 expense Spens²

expensive Spen² experienced Spreust² explain-ed Splen² explanatory Splen2-Tee-Ray explicit Spels i explore-d-ion Spler² express Spers² expressed Sper²-Stey expression Spershun² exquisite Skays¹ extend-ed Stend² extension-ive Sten2 external Iss-Tren2 extinction Kay-Iss-Tee2 extract Iss-Ter3 extraction Iss-Tershun³ extractive Iss-Tref³ extraordinary Iss-Ter²-Ard extravagant Stref³ extreme Iss-Ter2 extremity Iss-Ter2-Tee

F

Fact Ef² fail Fel² failed Feld² failure Fler¹ fall Fel¹ false Fels¹ falsification Fels1-Eshun family Mel³ fashion Efshun³ favorite Ef 2-Vert feature Fet1 February Ef²-Bee feel Fel¹ fiction Efshuu¹ fill Fel¹ finance-ial Fen2-En follow Fel1 follower Fler¹ fool Fel³ forge Ef 2-Jay forger Ef 2-Jer forus-ed Fer1 conform Con-dot:Fer1 deform Dee¹-Fer inform En¹-Fer perform Per2-Fer

reform Ray¹-Fer trausform Ters²-Fer uniform En-Fers formal Fer1-Lay formation Fershun¹ former-ly Fer¹-Ar formless Fer¹-Lays fortune-ate Fret1 forth Ef 2-Ith found-ed-ation Fend³ fraction Fershun3 frank Fer3-Kay Franklin Fer3-Klen frantic Fret3-Kay free Fer2 frequency Frent¹ fuller Fler² fruition Fershun³ furnish-ed-iture Fren² future-ity Fet3

G

Generalize Jens² generalized Jen²-Stey generalized Jen²-Stey generalization Jens²-Eshun gentile Jet²-El gentile Jay²-Net generation Jayshun² geography Jay²-Ger glory Gel² glorification Gel²-Efshun glorious Gels² govern-ed-meut Gef² govern-ed-meut Gef² governor Gef²-Ray gracious Ger²-Ish grand-eur Grend³ gravity-ate-iou Ger²-Vet Great Britaiu Gret²-Bret guilt-y Glet¹

Н

Half Ef³
halve Vee³
handwriting Nert³
happy Pee³
happiest Pee³-Stey
happiness Peus³
hazard-ed-ous Zee²-Ard
henceforth Eus²-Ef
hereafter Reft³

heretofore Ret²-Ef hesitate-d-ion Zed² history-ical Est¹-Ray holy Hay³ horticulture Art¹-Kel hundred-th End² hypocrisy Pee¹-Ker hypocrite-ical Pee¹-Kret

1

Idle-ness Del¹ identical Ded²-Kel identification Dent2-Efshun ignorance Nerns¹ illegal-ity El²-Gel imagine-ary-ation Jen3 immoral Merl¹ immortal-ity Mert¹ impassioned Emp³-Shund impatient Emp2-Shunt impenetrable-ility Empent² iincompetent En-Pent2 indefatigable End-Fet2 indemnify-ity Ned1-Em indenture End2-Ent independent-ce End-Pend² indignant-ion-ity End1-Gay individual Ned¹-Ved individuality End1:Ved indulge End-Jay² infer En-Ef² inference En-Efs² inferior-ity En-Ef ¹ infinite Neft1 infinitude Neft¹:Dee information Enshun¹ inhabit-ed-ant En-Bet² inquiry En1-Wer insecurity In-Scret³ insignificant Ens1-Gay integrity Net2-Gret intellect-ual-ality Net1-Ket instinct-ive Enst1 intelligible Net-Jay2 intemperate Net¹-Emp instruct-ive Ins-Ter² instruction Ins-Tershun² instructor Ins-Ter²-Ter intercession Nets²-Eshun interior Net1

internal Ter¹ interpret-ed-ion Net-Pret² intrinsic Entern¹ introduction Net-Deeshun² irrelevancy Ar²-Lay-Ven irresistible Ar²-Ses-Tee irresponsible Ar²-Spen

. 1

January Jay²-En
Jehovah Jef¹
judicial Jed¹-Ish
judiciary Jed¹-Sher
judicious Jed¹-Shay
junior Jer³
jurisdiction Jers²-Eshun
jury Jer³
justice Jay²-Stey
justify-iable Jays²-Ef
justification Jays²-Eshun

L

Large Jay³
larger Jer³
largest Jayst³
length Ing³
lengthy Ing³-Ith
lengthen Ingen³
lengthened Ingend³
liberty Ber¹
little Let¹
long Ing³
longer Inger³

M

Magnificent-cy Em¹-Gay market Mert² majority Em¹-Jert malicious Mel-Ish¹ malignant-ce Mel¹-Gay manager Em-Jer³ madufacture-ed-ory Em-En-Ef² Massachusetts Ems³-Chay meanwhile Em¹-Nel Mediterranean Med-Tren² memory-andum Em-Em² mensure Zher³ mental-ity Ment² mention Emshun²

mentioned Emshund
mercy-ful Mer²
messenger Em-Iss-Jer²
million Mel¹
minute Ment¹
mortal-ity Merl²
mortal-ity Mert²
metropolitan Emter-Pel²
ninority Em-Nert¹
misfortune Ems-Fret¹
mortgage Mer-Gay¹
mortgage Mer-Gay-Jay²
novement Ment³

N

Necessary En-Ses²
neglect-ful En-Gay²
negligent-ce En-Gel²
New Jersey En-Jay²
New York En²-Yay
New York City En²-Yays
New York State En²-Yay-Stev
north Ner¹
northern Nern¹
North America Ner¹-Em
nothing En-Ith²
November En-Vee²

0

Obligation Belshun²
obligatory Bel²-Get
observe-d-ation Bces²-Ray
omnipotent-ce Men-Pee²
only Nel²
opposition Pees¹-Eshun
oppression Pershun³
order-ed Arder¹
ordinary Ard¹
organ Gen¹
organic Gen¹-Kay
organismi Gey¹-Sem
organization Gens¹-Eshun
organized Genst¹
original Ray¹-Jen
overwhelm-ed Ver²-El
owner Ner³

Parallel Prel² parliament Prel³ parliamentarian prelen³ party Pee³ patent Pet³ patentable Pet³-Bel passenger Pee³-Iss-Jer pecuniary-ily Pee²-Ken Pennsylvania Pees²-Vee perfect Pref 1 perfected Pref 1Ket perfection Pershun perform-ed-ance Per²-Fer permanent-ance Per²-Men pernicious Pren¹ perpendicular-ly Per²-Pcn perpetual-ate-ion Pee²-Ray-Pet philanthropy-ic-ist Fel2-Enter Philadelphia Flet²-Ef plaintiff Plent2 platform Plet2-Fer plenty-iful Plent² popular-ity Pee¹-Pee position Pees1-Eshun possess-ed Pee-Ses² possession Pees³-Eshun possible-ity Pees¹ possibilities Pee-Ses¹ poverty Pef ¹ power Pee³-Ray powerful Pee3-Ref practicable-ility Per3-Ket practice-ical Per3 practiced Per³-Stey predominate-ed-ion-ance Pred¹prejudice-d-cial Per²-Jed preliminary Prel¹

P

prepare-ed-ation-itory Per²-PeeRay
present Pers²
present-ed-ation Pers²-Net
pretention Per²-Ten
pretty Pret²
prodigious Pred¹-Jay
product Per²-Dee
production Per²-Deeshun
professor Pref²
proficient-cy Per²-Ef-Shay

profit-ed-able Preft¹
prominent-ce Per¹-Men
promulgate-d-ion Mel²
proof Pref²
proper Per¹
property Per¹-Pee
proportion-ed Per²-Peeshun
propriety Per¹ (voc. with I)
prospect-ed-ous Pers¹-Pee
provident-ce Pref¹
public-ish-ation Pee²-Bee
pulpit Pel²:Pet
punctual-ity Pee³-Ing
punish-ed-ment Pen²

Q

Quality Klet¹ qualification Kel-Efshun² question-ed Ken²-Bee questionable Ken²-Bee questioner Ken²-Ar

R

Rational Rayshun³ rapid-ity Ray2-Pet ratification Ret2-Efshun real-ity Rel1 realize Rels1 recollect-ed-tion Ray2-Kel-Kay reflect-ed-ion Ray2-Ef-Kay reform Ray1-Fer reformation Rayshun² relate-d-ion Rel2 relative Reltive² relevancy Rel²-Ven religion Jen¹ religious Jays¹ reluctant-ce Rel2-Ket repeat-d-ion Ray1-Pet republic-ish-ed-ation Ray2-Pee-Bec republican Ray2-Pee-Ben repute-d-ion Ray3-Pet reserve-d-ation Rays2-Ray resignation Rays2-Gay respect-ed-ful-fully Rays2-Pee respectable Rays2-Pee-Bel respective Rays2-Pef reveal Ref 1 revelation Layshun2

revolution Layshun³ revolve-d Ref ¹ rule-d Rel³ ruler Rel³-Ray

S

Sanguine Iss-Ingen² sanguinary Iss-Ingen²-Ray satisfy-ed-actory Iss-Tee3 satisfaction Iss-Teeshun³ Savior Iss-Vee² scale Skel² scholar Skler¹ scientific Es1-Net scripture-al Sker1 security Skret³ September Spet-Em² share Sher³ signature Iss-Gay¹-Net significance-ation Iss-Gens¹ significant Iss-Gay¹ signify-ed Iss-Gay¹ similar-ity Iss-Em¹ singular-ity Iss-Gler1 situate d Iss-Tet1 situation Iss-Teeshun¹ skill Skel¹ skillful Sklef 1 somebody Iss-Emb² South America Iss-Ith2-Em south-east Iss-Thee2-Stey south-eastern Iss-Thes2-Ren south-west Iss-Wayst² south-western Iss-Ways2-Ren southern Iss-Then² speak Spee¹ special-ity Spee³ spoken Spen1 spontaneous-ity Spent1 standard Stet2-Ard strange-ness Stren² stranger Iss-Ter²-Jer strength Ster²-Ith strengthen Ster2-Then stupendous Stey-Pend2 stupid-ity Stey-Pet3 sublime-ity Iss-Bel¹ subordinate-ive-ion Iss-Bee1 substantial-ity Iss-Bee2-Stee sufficient-cy Iss-Ef 2-Shay

suggest-ed-ive Iss-Jay² superintend-ed-ent-ence superior-ity Iss-Spee¹ superlative Sprel² supernatural Spren³ supplication Spelshun² supply Spel² suppress Spers³ surprise Spers¹ suspension-ive Ses-Pen² suspicious Ses-Pee¹ swindle Iss-Way¹-Del

T

Take Tee2 take it Tee2-Ket mistake Ems-Tce2 overtake Vert¹-Kay partake Pret²-Kay retake Art2-Kay undertake .End-Tee2 taken Ken² tend-ed-ency Tend2 thankful Thef 3 technical-ity Tee2-Kay telegram Tel2-Em telegraph-er-ic Tel2-Ger temperate Tee2-Emp temperament Tee²-Emp-Ment temperature Tee²-Emper tenement Tee2-Ment terminate-d-ion Ter2-Men testify-ed Tees2-Ef testimony Tees²-Em testimonial Tees²-Em-Nel Texas Tee2-Ses texture Tee-Ster² thousand Ith3 time Tee1 tolerate-d-ion Tler² took Tee3 tragedy Ter²-Jed tragic Ter²-Jay transient Ter2-En-Shent tranquil-lity Ter³-Ing transfer-red Ters²-Ef trial Trial1

Sprent²

tuition Teeshun¹ twelve-th Tlef ²

United States En-Ses¹
uniform-ity En²-Fer
unimportant En¹-Emp
unimproved En²-Emp
universe Vers²
universal Vers²-Lay
university Ver²-Iss-Tee
nnless Nels¹
unsecured Ins-Kret³
useful-ness Esef³

V

Valid-ity Vee²-Eld vegitate-ed-ion Vee²-Jet vengeance Vee²-Jens Virginia Vee¹-Jay version Vershun² virtue Vert² vice versa Vee²:Ver vocation Veeshun² void-ed-ance Ved¹

w

Warrant-ed-able Wernt¹
will-ing-ingness Lay²
will (noun) Wel¹
woman Weman²
women Wemen¹
wonder-ful-ly Wender²
work Wer²
workman Wern²
workingman Wer² Ingen
workingmen Wer²-Ingen
worship Wer²-Ish

Y

Yield-ed Yeld¹ year-s Yeh¹ yealy Yeh¹-El yes Yay¹ yes sir Yays² yesterday Yeh²

WORDS DISTINGUISHED.

346. There are many words which are capable of being represented by the same phonographic outline, but to avoid confusion and delay in reading, they should be distinguished by some difference of outline or position. The following is a partial list of such words, some of which the student has already learned, but they are here gathered in a convenient form for study, and when these distinctions are made thoroughly familiar the student will be able to form distinctions for himself when occasion requires.

Special Spee³ especial Es²-Pee

provide Pref 1-Dee private Per 1-Vet

pursue Pee³-Ray-Es oppress Pers³ peruse Pee³-Rays

proportion Per²-Peeshun appropriation Per²-Pershun

purport Pee²-Ray-Pret appropriate Per²-Pret prepare-d-ation Per²-Pee-Ray

Prussian Pershun²
Persian Pee²-Ray-Ishn
Parisan Pee¹-Rayshun
apportion Pee²-Rayshun
apportion Pee³-Rayshun
operation Pershun¹
operation Pershun²
oppression Pershun²

proffer Pref ¹-Ray prefer Pref ²-Ray approver Pref ³-Ray

partner Pret²-Ner part owner Pret³-Ner (voc.)

spread Spret² separate Spret² (voc.) support Spee²-Ret

power, pure Pee³-Ray poor Pee³-Ar appeal Pee¹-Lay compel Pee²-Lay comply Pel¹ apply Pel³

prohibition Per¹-Beeshun probation Per²-Beeshun approbation Per³-Beeshun

pertain Pee²-Ret-En appertain Per²-Ten patient Peeshunt² passionate Peeshun³-Tee

perhaps, propose Per²-Pees purpose Pee²-Pees

protect Pret²-Kay product Per²-Dee perdition Per¹-Deeshun production Per²-Deeshun protection Pret²-Kayshun

persecute Pee²-Rays-Ket prosecute Pers¹-Ket

persecution Pee²-Rays-Kayshun prosecution Pers¹-Kayshun

completion Pelshun¹
complexion Pelshun²
application Pelshun³
compilation Pee¹-Lay-Shun

prompt Per¹-Met permit Per²-Met promote Per³-Met

traitor Ter²-Ter trader Tred²-Ar breath Ber²-Ith birth Bee-Ray-Ith situation Steeshun¹ station Steeshun² satisfaction Steeshun³

extension Sten² extenuation sten²-Ishn

turn Tee²-Ren train Tren²

attainable Ten^3Bee tenable Tee^2 -En-Bel terrible Tee^2 -Ray-Bel trouble Ter^2 -Bel

strife Stref¹ starve Stey³-Ref

transfer Ters²Ef transform Ters²-Fer

disease Deeses¹ decease Dees¹-Es

device Def 1-Es advice Vees 1

daughter Dee¹-Ter deter, editor Dee²-Ter

doubter Det3-Ar auditor Det1-Ar duration Dersnun³ adoration Dee²Rayshun distribute Deester²-(Bet) disturbed Dee²-Ster-Bet destine Dee²-Sten destiny Deest²En unavoidable En-Ved1-Bel inevitable En-Vet2-Bel instead of Ens2-Def inside of Ens1-Def (voc.) collision Kelshun¹ calculation Kelshun³ coalition Kay¹-Layshun collusion Kay³-Layshun accordance Kred1 credence Ker-Dens² expert Kays2-Pret export Kays2-Pret (voc) expired Kays-Pee1-Ard

column Kel¹-Em claim-Kel²-Em

God Ged¹ guide Gay-Dee¹ good Ged²

greatly Gret²-Lay gradually Gred³-Lay

favorite Ef ²-Vert favored Ver³

effect Ef 2-Kay affect Ef 3-Kay

from Fer¹ firm Fer²-Em farm Ef ³-Ar-Em

finally Ef ¹-Nel finely Fen ¹:Lay

valuable Vel³Bel available Vee²-Lay-Bel

theory Ith1-Ray thorough Ith2-Ray through Ther3 therefore Ther2-Ef therefor Ther2:Ef ascend Es2-End assigned Esnd¹ unsociable Ins-Ish2-Bel insatiable Ens²-Shay-Bel embarrass Emb3-Rays embrace Em2-Bers renewed Rav[§]En-Dee ruined Ray³-Ned repeat Ray¹-Pet rapid Ray²-Pet repute Ray3-Pet diminish Dee¹Men dominate Dee²Men admonish Dee³Men alcohol El²-Kay-El alkali El¹Kel migrate Em1-Gret

migrate Em¹-Gret immigrate Em¹-Gret (voc.) emigrate Em²Gret

Mrs. Em-Iss-Es² Misses Emses¹

HOW TO FORM CONTRACTIONS.

347. In the reporting of technical matter many new, and often long and clumsy outlines will be encountered, and the reporter should, if possible, read up on the subject to become somewhat familiar with the vernacular, and to construct easy outlines for frequently recurring words and phrases. Special contractions when familiarized in connection with certain kinds of subject matter might thus be allowable, which would not be safe in general reporting. In the formation of a contraction regard must be had to legibility, brevity, and convenience of forming derivatives. Merd, for instance, would be a legible, brief and convenient outline for hemorrhoid in reporting medical matter, because it may be properly vocalized, and the derivative, hemorrhoidal, is easily formed by adding Lay. The word or phrase which it is proposed to contract must first be correctly analyzed, and then such parts selected as will be most suggestive, or most easily made. The shorthand initials may be used for a phrase of frequent occurrence, but these shorthand initials must be thoroughly learned as word signs; as, Ar-Kay, for Roman Catholic: Jay-En, for Jesus of Nazareth. A more frequent method is the employment of two or more suggestive stems for the phrase; as, Spee-Kel, for spinal column; Ems-Enter for Michigan Central.

METHOD OF PRACTICE.

348. The student should enter upon the practice and study of shorthand with enthusiasm. He cannot become too interested or too enthusiastic, and his mind must run in a groove until the whole theory and practice is mastered. There is one thing about shorthand which cannot be said of any other science, unless perhaps it be arithmetic, and that is, that it is a complete science, and the end of its study may be reached in a comparatively short time. It does not require a very long time to master all the principles, but there is hardly any limit to manual dexterity. The mind must deal constantly with shorthand characters; it must think in outlines all during the progress of the study. The student need have no fear that it will narrow his mind; on the contrary, it will strengthen and intensify it. His ear becomes more acute, his intelligence more on the qui vive to watch ideas and their orderly marshalling. While listening to a conversation, a sermon, or a speech, he should follow in his mind the shorthand characters for every word uttered, tracing a mental image of the same, or tracing on the thumb the shorthand forms. The larger part of the student's early practice should be copying engraved exercises. The continued copying of well written matter will advance one much more surely and quickly than the careless writing of many volumes of new matter without any attempt at correcting and improving forms. Every time an error is detected and corrected the student may feel sure he has made some progress. Or, if he is so well disciplined as to write correctly from the start, he will save himself much unnecessary labor, and his progress will be sure.

The secret of expertness in shorthand is the same as in every other line of manual or mental skill. It lies in perfect familiarity with the subject matter and this familiarity is reached only by wise and intelligent practice. Great skill is reached in any kind of manual craft only by constant and thoughtful practice, a practice which is always on the alert to avoid errors, and to detect and correct them when once made. The pianist, in acquiring delicacy of touch, the painter in acquiring a mastery over the technique of his art, attains it only by long continued practice. Haphazard and unthinking practice is productive of more harm than good. One short selection, it matters little what, if practiced upon unremittingly until every outline can be made correctly, easily and swiftly will advance the student much more than days and days of writing from a too rapid dictation on new matter. The correct outlines of the selection should be determined before it is practiced upon, and then it should be gone over and over again until every phrase is improved upon to the utmost, and the writing is as legible as longhand.

The student will find in beginning to read shorthand that certain words will conflict unless made with extreme accuracy, and the young writer must guard against some very common faults of outline, such as sloping an upright letter, as Tee or Dee, or making an inclined letter upright, such as Pee or Bee. Thus, "it was" will conflict with "which was" unless the proper slope be given to the which, or it be made perfectly upright. The upright letter should be made perfectly upright, and the inclined letter should be given its due slope. The student should also guard against lapsing into careless habits of shading. Give all the shaded characters their proper shading. It is too important and distinctive a feature of shorthand to be disregarded. Plain distinctions should be made between the rounded curves of the brief Ways and the Petoid word signs with a final tick. Thus, "of the" is mistaken for "what." The making of an En the shape of an Ef, and all similiar deviations from the ideal form will cause infinite trouble in reading unless corrected by constant practice. We have seen notes which were marvels of illegibility solely because of slight abberations from the

standard forms, and we have seen these same students continue in their old way of reproducing mistake after mistake in their practice, thinking it conscientious practice, and wondering why their progress was unsatisfactory. Such practice is utterly worthless. Neither should the student endeavor to *draw* his notes accurately, for absolutely painful copper-plate notes is the abomination of abominations, as they preclude the possibility of any degree of speed. Speed must be attained, as well as legibility, and the two must go hand in hand.

The shorthand writer will meet with all sorts of awkward expressions which puzzle him to read unless he is careful to make proper distinctions in his notes, and his judgment must be constantly exercised in his notes, and his judgment must be constantly exercised in determining whether he will describe the exact words of the speaker or will change the words or vary the construction without changing the exact ideas intended by the speaker. How far he cau do this will depend upon circumstances. In reporting a trial at law the exact words of the witness should generally be transcribed. It is not for the stenographer to put a construction upon the words of the witness. Manifest errors and repetitions should, of course, be eliminated. Sometimes the tones of the speaker's voice will express more than his words, and when peculiar meanings are brought out by the speaker by emphasis or inflection, and can be denoted in print by underscoring or other marks, they should be so employed in transcribing.

READING.

349. From the very nature and character of shorthand writing, it follows that the reading of shorthand notes is not as easy a matter as reading print, and the student can acquire skill in reading shorthand only in one way, and that is by a vast amount of practice in the reading of shorthaud. Of course, the more nearly the shorthand outlines resemble the perfect forms of the engraved characters, the easier will the reading become, and to make easy reading the student should strive to make accurate notes. As soon as the learner begins dictation he should make it a rule to read over everything he writes. Time spent on reading shorthand is never wasted, though the student is too prone to think so. He should not allow himself to read hastily or carelessly, but carefully and accurately at every step, and with the utmost painstaking over the smallest and seemingly most unimportant and readily supplied ticks. This habit should be resolutely adhered to throughout his whole study, for it will save much useless labor. It is not judicious and

beneficial practice for a student to write page after page from rapid dictation which he knows he cannot read easily, and is fearful lest he cannot read at all, but he should write slowly and with a confident feeling of his ability to read his notes fluently. Shorthand is always legible when well written, though easy reading requires some experience. Both engraved shorthand and notes of actual work should be used in reading practice. It may almost be said that the reading of shorthand is an art in itself, and can be mastered in no other way than by much practice in reading. The mind must be on the alert to watch the meaning. It is a mark of a high order of reporting to follow all the ideas closely, and to take the liberty of arranging the language in grammatical form, if not the thoughts in logical order. The ability to read shorthand rapidly tends to increase speed in writing by removing the hesitation which arises from lack of confidence in reading notes. Going over the same ground in any kind of labor is of the utmost importance. Carlyle says, "The old Romans plowed their fields fourteen times because fourteen times were better than thirteen." And it is so in shorthand; the reading of a page of well-written shorthand notes fourteen times is better than the reading of it once or the reading of it thirteen times. This applies to the reading of one's own notes as well as to engraved exercises. We cannot too often reiterate the great value of much practice in reading shorthand notes, for it gives that intimate acquaintance with shorthand forms which produces speed. The ability to make the proper outlines instantly and without any hesitation in writing is the result of familiarity with shorthand material, and reading becomes valuable as an aid to speed in writing because it brings this familiarity. It is comparatively an easy matter to learn to write one hundred words a minute, but to go beyond that, to add another hundred words per minute, requires an outlay of patient study and practice which should not be lightly estimated. Every writer will pass through a stage of practice when an unaccountable hesitation will possess him, and seems the only barrier to speed. The outlines are tolerably familiar, but the mind becomes at times balky. Here, again, increased familiarity with forms and outlines is the only remedy, and further practice and reading the only means of obtaining it.

The student should not halt or pause after making an outline, but should go on with the next outline without perceptible loss of time. The hand should move over the paper with a perfectly steady, uniform motion, and with a certain rythm which has been called the balancing movement of the hand, similar to the movement of the body of a swift skater or bicycle rider.

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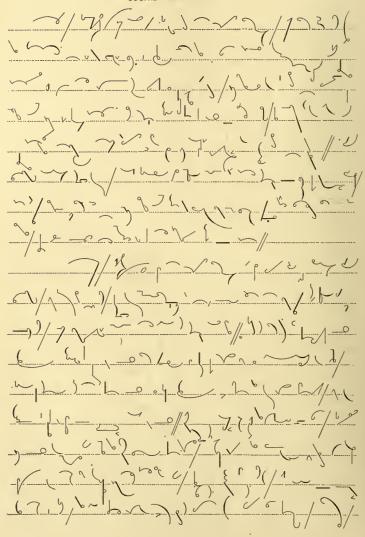
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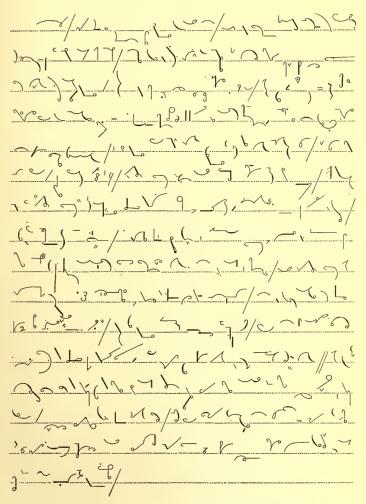
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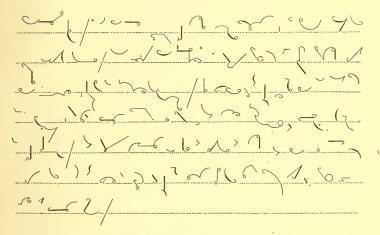
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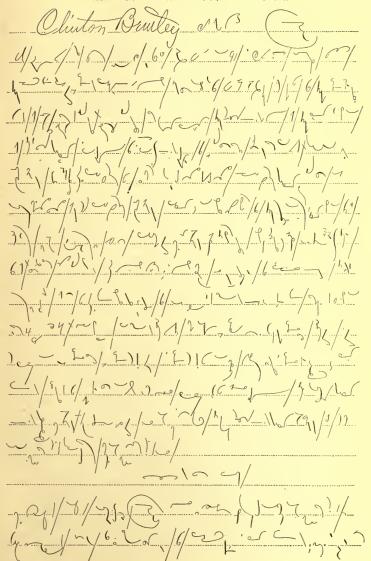
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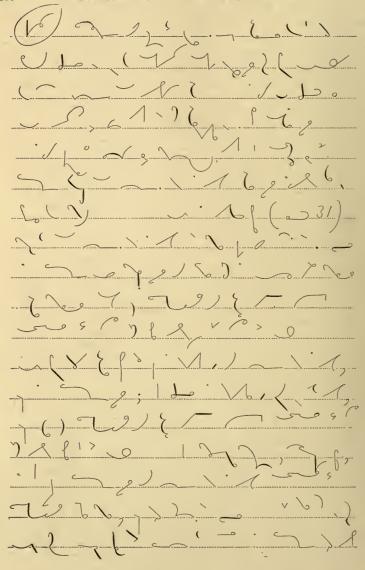
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Advanced Reading Exercises, and Fac-Simile Notes of Prominent Reporters.

THE STORY OF NARCISSUS.

(Pages 134 and 135.)

In days long ago, when birds and flowers and trees could talk, in a country far over the sea, there was a beautiful fountain. It was in an opening in the forest and the little sunbeams that crept between the leaves falling upon it, made it shine and sparkle like silver. You would have thought the wind was playing a polka among the trees, so gayly did the fountain dance and bubble over the rocks while it was sending up little showers of spray that made tiny rainbows. But between its banks further down, it was as quiet as a sleeping child and the ferns bent over and bathed themselves in it and the cool green moss crept down to the

water's edge.

The mountain goat that wandered through the forest had never been there to drink. Even the wind was tenderly careful not to ruffle it and the leaves that had shaded it all summer long, laid themselves noiselessly on either side when their turn came to fall, but they never sullied its fair surface. One day a youth named Narcissus who had been hunting in the forest, lost sight of his companions, and while looking for them, chanced to see the fountain flashing beneath a stray sunbeam. He at once turned his steps toward it, much delighted, for he was heated and thirsty. As he drew nearer, and heard the plash of the falling water and saw its crystal clearness, he thought he had never seen so beautiful a place and he hastened to bathe his burning forehead and cool his

But as he knelt upon the mossy bank and bent over the water, he saw his own image, as in a glass. He thought it must be some lovely water sprite that lived within the fountain and in gazing upon it he forgot to drink. The sparkling eyes, the curling locks, the blushing rounded cheeks and the parted lips filled him with admiration and he fell in love with that image of himself, but he knew not that it was his own image. The longer he looked, the more beautiful it became to him, and he longed to embrace it, but as he dipped his arms in the water and touched it with his lips the lovely face disappeared as though its owner had been frightened. Narcissus felt himself thrilled with alarm, lest he might never behold it again, and he looked around in vain to find out where it had fled. What was his delight to see it appearing again as

the surface of the water became smooth. It gave him glance for glance and smile for smile, but although the lips moved as if they were speaking, they gave him not a word. He begged the beautiful creature to come out of the fountain and live with him. You are the most beautiful being my eyes ever looked upon, he said, and I love you with all my heart. You shall have all that is mine, and I will forever be your faithful friend, if you will only come with me. The image smiled, and seemed to stretch out its arms to him, but still it was dumb. This only made him desire all the more to hear it speak, and he besought it for a reply until saddened by continual disappointment his tears fell upon the water and disturbed it. This made the face look wrinkled. He thought it was going to leave him, and exclaimed, "Only stay, beautiful being, and let me gaze upon you if I may not touch you." And so he hung over the brink of the fountain, forgetting his food and rest, but not losing sight for an instant of the lovely face. As daylight faded away, and the moonbeams crept down into the little glade to bear him company he still kept his faithful watch, and the morning sun found him where it had said good night to him the evening before. Day after day and night after night he stayed there gazing and grieving. He grew thin and pale and weak until worn out with love and longing he pined away and died. When his friends found the poor dead Narcissus they were filled with sorrow and they went about sadly to prepare a funeral pile, for it was the custom in those days to burn the dead. most wonderful to tell! when they returned to bear away the body it could nowhere be found. However, before their astonished eyes a little flower rose from the water's edge just where their friend had died. So they named the flower in honor of him, and it has been called Narcissus unto this very day .- Anna M. Pratt.

A JUST JUDGE.

(Pages 175-177.)

A gentleman who possessed an estate worth about £500 a year in the eastern part of England had two sons. The eldest being of a rambling disposition went abroad. After several years his father died, when the 'younger son destroyed his will and seized upon the estate. He gave out that his elder brother was dead and bribed false witnesses to attest the truth of it. In the course of time the elder brother returned and came home in destitute circumstances. His younger brother repulsed him with scorn and told him that he was an imposter and cheat. He asserted that his real brother was dead long ago, and he could bring witnesses to prove it. The poor fellow, having neither money nor friends, was in a sad situation. He went round the neighborhood making complaints and at last to a lawyer who, when he heard the poor man's story, replied, "you have nothing to give me. If I undertake the case and lose it, it will bring me into disgrace as all the wealth and evidence are on your brother's side; however, I will undertake it on this condition: You shall enter into an obligation to pay me one thousand guineas if I gain the estate for you; if I lose it, I know the consequences and I venture with my eyes open." Accordingly he entered an

action against the younger brother, which was to be tried at the next general term at Essex. The lawyer having engaged in the cause of the young man and being stimulated by the prospect of a thousand guineas, set his wits to work to contrive the best method to gain his end. At last he hit upon this happy thought, that he would consult the first judge of his age, Lord Chief Justice Hale. Accordingly he hastened up to London and laid open the cause and all its circumstances. The Judge, who was a great lover of justice, heard the case attentively and promised him all the assistance in his power. The lawyer having taken leave, the judge contrived matters so as to finish all his business at the King's Bench before the general term at Essex. When within a short distance of the place he dismissed his man and horses and sought a single house. He found one occupied by a miller. After some conversation, and making himself quite agreeable, he proposed to the miller to change clothes with him. As the judge had a very good suit on, the man had no reason to object. Accordingly the judge shifted from top to toe and put on a complete suit of the miller's best. clothed he walked to Essex and procured good lodgings suitable for the court that should come on next day. When the trial came on he walked like an ignorant country fellow backward and forward along the county hall. He observed narrowly what passed around him, and when the hall began to fill he found out the poor fellow who was the plaintiff. As soon as he came into the hall the miller drew up to him. " Honest friend," said he, "how is your cause likely to go to-day?" "Why my cause is in a very precarious situation and if I lose it I am ruined for life." "Well, honest friend," replied the miller, "will you take my advice, I will let you into a secret which perhaps you do not know; every Englishman has the right and privilege to except against any one juryman out of the whole twelve; now you must insist upon your privilege without giving a reason why, and if possible get me chosen in his stead, and I will do you all the service in my power." Accordingly when the clerk had called over the names of the jurymen, the plaintiff excepted to one of them. The judge on the bench was highly offended with this liberty. "What do you mean," said he, "by excepting to that gentleman?" "I mean, my lord, to assert my privilege as an Englishman, without giving a reason why." The judge who had been highly bribed, in order to conceal it under a show of candor and having a confidence in the superiority of his party, said: "Well, sir, as you claim your privilege in one instance, I will grant it. Who would you wish to have in the room of that man excepted?" After a short time taken in consideration: "My lord," says he, "I wish to have an honest man chosen in," and looking around the court: "my lord, there is that miller in the court, we will have him if you please." Accordingly the miller was chosen in. As soon as the clerk of the court had given them all their oaths, a dexterous fellow came into the apartment and slipped ten golden guineas into the hands of the eleven jurymen and gave the miller but five. He observed that they were all bribed as well as himself, and said to his next neighbor in a soft whisper, "how much have you got?" "Ten pieces," said he. But he concealed what he had got himself. was opened by the plaintiff's counsel, and all the scraps of evidence that they could pick up, were adduced in his favor. The younger brother was provided with a great number of witnesses and pleaders, all plentifully bribed as well as the judge. The witnesses deposed that they were in the self-same country when the brother died, and saw him buried. The counsellors pleaded upon this accumulated evidence, and everything went with a full tide in favor of the younger brother. The judge summed up the evidence with great gravity and deliberation. now," said he, "lay your heads together and bring in your verdict as you shall deem it most just." They waited but for a few minutes before they determined in favor of the younger brother. The judge said, "gentlemen, are you agreed?" "We are all agreed, my lord," replied one. "Hold, my lord," replied the miller, "we are not all agreed."
"Why," said the judge in a very surly manner, "what's the matter with
you, what reasons have you for disagreeing?" "I have several reasons, my lord," replied the miller. "The first is, they have given to all these gentlemen of the jury ten bright pieces of gold and to me but five, which you know is not fair, besides I have many objections to make to the false reasonings of the pleaders and the contradictory evidence of the witnesses." Upon this the miller began a discourse which disclosed such a vast penetration of judgment, such extensive knowledge of law, and was expressed with such manly and energetic eloquence that it astonished the judge and the whole court. As he was going on with his powerful demonstrations, the judge in great surprise stopped him. "Where did you come from and who are you?" "I came from Westminster Hall," replied the miller, "my name is Matthew Hale. I am lord chief justice of the King's bench. I have observed the iniquity of your proceedings this day, therefore come down from a seat which you are in no wise worthy to hold. You are one of the corrupt parties in this iniquitous business. I will come up this moment and try the cause all over again." Accordingly Sir Matthew went up with his miller's dress and hat on, began the trial from its very commencement and searched every circumstance of truth and falsehood. He evinced the elder brother's title to the estate from the contradictory evidence of the witnesses and the false reasoning of the pleaders, inraveled all the sophistry to the very bottom and gained a complete victory in favor of truth and justice.

LETTER OF JOHN RUSKIN,—ABOUT BOOKS.

SIR: Your note of inquiry as to what books have most influenced my style and which are my favorites, has lain these seven days in my desk, becoming less answerable the more I thought of it. Every book that I like influences my style, and fifty years of constant reading have carried me through more pleasant books than I can remember. But what I suppose to be best in my own manner of writing has been learned chiefly from Byron and Scott. Of favorite books I have none. Every book on my library shelves is a favorite in its own way and time. Some are the guides of life, others its solaces, others its food and strength; nor can I say whether I like best to be taught or amused. The book oftenest in my hand of late years is certainly Carlyle's "Frederick."

It is one of the griefs of my old age that I know Scott by heart But still if I take up a volume of him it is not laid down again for the next hour, and I am always extremely grateful to any friend who will

tell me of a cheerful French novel or a pretty French play.

There is little difference, as far as I can see, between me and any other well trained scholar in the liking of books of high caste and cheerful tone. But I imagine few people suffer as I do from any chance entanglement in a foolish or dismal fiction. I am, sir,

Your faithful servant,

JOHN RUSKIN.

BUSINESS AND OFFICIAL LETTERS.

(Pages 178-183.)

GENTLEMEN:

Referring to your letter of March 2, we beg to advise you that our space at the World's Fair will be in the Transportation building.

The space is 8 feet wide by 40 long.

We have been treated with the utmost courtesy by the authorities in this matter, and although there has been great delay in allotting space, we can readily see that it is unavoidable. We shall endeavor to arrange this exhibit tastefully, but cannot say just at present what will be put into it. We will confine ourselves, however, to bicycles and bicycle sundries. The most important part of the exhibit will be the "Ohio King" wheel and the "Juniata." Both are new to the people, and we think of a character to excite their interest, and also show them the new developments in bicycle manufacture. The exhibit will also contain smaller goods, such as Starr Lamps, Samson Lamps and an assortment of cheaper lamps of great merit

DEAR SIR:

I enclose herewith the application of the Cleveland Electric Railway Co. for permits to run certain feed wires from the power-house on Second avenue, and respectfully recommend that the same be not granted.

After examination of the question I am of the opinion heretofore verbally expressed, that the city council has the power to fix the terms and conditions upon which street railways within the city may be consolidated. Until the matter has been submitted to the council and action taken by it in respect to such terms and conditions, I think that the executive officers of the city should not in any manner recognize the alleged consolidation of the several lines of street railways now claimed to be represented by the Cleveland Electric Railway Co.

DEAR SIR:

I have been absent for a week in Cleveland and Cincinnati which

will account for the delay in replying to your letters.

I would say in reference to the cargo of coal that your order for the same has been cancelled. It would require five thousand dollars immediately to pay for this coal and the freights on it, which sum must of

course be advanced by Moore, Benjamin & Co., and as it seems that the consolidated company will take possession of the mines in about two months, there will be considerable coal on hand, which under the terms of the contract would be a loss to the present stockholders. The burden of meeting the monthly expenses of the mines has been very great to Moore, Benjamin & Co., and on that account and for other reasons, it was thought best that the mines should buy their fuel a little at a time even though it cost something extra until they are in better financial condition than at present. You must not feel that the cancellation of this order is any reflection on your judgment in purchasing the coal; it was simply because we could not advance the money at present to pay

I found in Cleveland that the steamer had left there on Saturday last and made an arrangment to have the cargo shipped to Duluth

instead of to Ashland.

WAR DEPARTMENT, WASHINGTON, SEPT. 21.

SIR:—I have the honor to transmit herewith a letter from Messrs. Murphy Bros. of Detroit, Mich., proffering the sum of \$100 in the settlement of a claim for damages against their tug, Onaping, done the St. Clair Flats canal, and beg to invite your attention to the suggestion of the chief of engineers indorsed thereon. Very respectfully,

Your obedient servant,

GEORGE W. McCREARY, THE HONORABLE, THE ATTORNEY GENERAL.

ACTING SEC. OF WAR.

DEPARTMENT OF JUSTICE, WASHINGTON, SEPT. 26, '87.

S. M. CUTCHEON, Esq., U. S. Attorney, Detroit, Mich.

SIR:—I enclose herewith copy of a letter of the 21st directed to this department by the Sec. of War relative to the settlement of a claim against Murphy Bros, for damages done the St. Clair Flats canal by their tug Onaping. Your attention is called to the documents accompanying the Secretary's letter, and you are instructed to take such action as you may think proper in relation thereto.

Very respectfully, S. F. PHILLIPS,

ACTING ATTY. GEN.

DEPARTMENT OF JUSTICE,) SEPT. 29, '87.

SIR:—Acknowledging your letter in reference to the offer of \$100 made by Murphy Bros. for damages done the St. Clair Flats canal by their tug Onaping, you are hereby directed to accept this offer of Very respectfully, settlement.

CHARLES DEVENS, ATTY. GEN'L. DEPARTMENT OF THE INTERIOR JANUARY 19, '89.

HON. CHARLES DEVENS,

Attorney General.

SIR:—I have the honor to acknowledge the receipt of your letter of the 12th inst., enclosing copy of a letter dated the 1st inst., from the United States Attorney for the Eastern District of Michigan, in relation to a quantity of logs alleged to have been cut from a tract of land therein described, embraced in the Isabella Reservation in said State, and suggesting that the Registrar of the Land Office, in whose district said logs are, be instructed to seize the same and make sale thereof as in other similar cases.

In reply I have to state, that I have this day instructed the Commissioner of the General Land Office, to direct the Registrar of the United States Land Office at Reed City, to take possession of said logs, make sale thereof, and pay the proceeds arising therefrom to the Receiver of the United States Land Office at Reed City, who will be instructed to cover the same into the Treasury of the United States as other moneys received from the sale of timber cut and removed from the public lands.

Very respectfully, CARL SCHURZ,

SECRETARY.

WASHINGTON, APRIL 3, 89.

S. M. Cutcheon, Esq.,

U. S. Attorney, Detroit, Mich.

SIR:—The stenographic account of Whittaker, Maitland & Co. for services in the case of the United States vs. O. F. Lockhead, amounting to \$50 is approved because of the endorsement of Judge H. B. Brown, that he suggested the employment. Otherwise it would have been disallowed, because it had not been previously authorized by this department which must be considered a condition precedent.

DEAR SIR:—The case of Tillyer versus Eureka Mining Co. is assigned for trial and is likely to be reached by the court during the next ten days. I send you this advice in order that you may have your witnesses in position to respond to our call upon telegram. If there is any change in your address, or if you are likely to be absent from your present place of residence during the next ten days for any considerable length of time, kindly advise us of that fact, so that we may be in a position to communicate promptly by wire. We will undertake to give you one or two days notice besides the time required for you to get from Meadville here. It is impossible at this time to state definitely that the case will be tried at the expiration of ten days or at the expiration of any number of days, for the reason that there are six or eight cases ahead of this and they may be tried rapidly or they may consume a greater amount of time.

DEAR SIR: - In response to your letter of recent date, we quote you Nitrous Oxide Gas at \$1.40 per hundred gallons, f. o. b. Cleveland, Ohio.
We will fill any standard make of cylinders. The freight rate

between Cleveland and Denver will be very little, if any, more than from Chicago. As to that matter we will equalize freight between here and Chicago, provided you purchase goods in half dozen cylinder lots. We guarantee our goods to be as pure as any on the market, and our increasing demands convince us that it is as we guarantee.

With regard to the outfits for the manufacture of gas, would say, our outfits are larger than the one you inquire about, as their capacity

is about 250 gallons. The prices of these are as follows:

Retort \$10, one gallon Wolfe bottles \$2, glass tubing and rubber

stoppers 50c. a set, gas stoves \$3.50 each.

Hoping to hear from you by way of a trial order, we are, Very truly yours,

DEAR SIR:—The Atlantic Iron Mining Co. obtained its right to the So acres of land upon which the mine is situated from Edward Ryan of Hancock, Michigan. We have always understood that this mine was owned by the Wisconsin Central Railroad Co. But when we came to negotiate definitely for a lease on the property, we found that the north forty acres—that is to say the south-west quarter of the north-west quarter of section I, township 45, range I east, is owned by the Wisconsin Central Railroad Co., and that the south forty acres, being the north-east quarter of the south-east quarter of section 12, is owned by another corporation called the Penokee and Gogebic Development Co. This makes complications of a very serious character, because if we operate on two separate leases, we must report separately the ore which is mined from each piece of land and pay royalties to two different companies. The difficulties that this will entail will suggest themselves to you. I have therefore opened negotiations looking to the consolidation of the interests of the railroad company and the development company on these two pieces of land, but so far have not met with any encouragement. Before we do anything further in the matter, will you kindly let us know upon which of these two tracks the ore is now found, and whether in your opinion both pieces of land are necessary to the mine, for if the ore is found upon one piece and not upon the other piece, we might abandon one or the other of them. In order that you may be better informed of the true condition of affairs, we enclose herewith copies of the leases as far as they relate to the two tracts in question. We have not yet made any definite contract between the mining company, the railroad company and the development company.

Your early and careful reply will be appreciated.

DEAR SIR:—Referring to the attached papers concerning the shortage of Red Line cars at Ludington. During the month of December we gave them 397 M. T. Red Lines, during January it has been light on account of the weather and the demand for Red Lines at Chicago and vicinity. About a week ago I asked the F. P. M. if they could not use

200 N. Y. C. cars to be loaded for N. Y. C. and New England points. They replied that they had no shipments for these points but could load them for Buffalo and Philadelphia. I would add that prospects are not very flattering for line cars for them until the weather moderates.

Yours truly,

Mr. T. W.

DIVISION FREIGHT AGENT,

Buffalo, N. Y.

DEAR SIR:—Mr. Jackson, commercial agent Santa Fe line at Buffalo, writes that the New York Central and P. & R. will place orders with us for refrigerator cars via these lines and that he has placed orders with you accordingly. Advises 3 for Knowlesville, 10 for Bloomfield and 2 for Gasport, all on the N. Y. C., and 4 for Victor on the P. & R. You can use California fruit cars on these orders provided you received the orders from the above named companies for the same.

Please mail me the number of the cars you deliver, also send same to Mr. Jackson so that he can protect shipments for our line and

Santa Fe.

DEAR SIRS:—We are in receipt of your letter of the 15th and in reply would say we are well aware of the fact that there is no such thing as perfection in any line of business, still at the same time we think that we are entitled to the proceeds of this sale. If it were necessary for us to enforce payment, and we do not think it is, we should place the matter in the hands of the proper officer of this company and allow him to do as he thinks best. We trust it will not be necessary for us to proceed to such extreme measures, but should it become our duty we shall most certainly do as above stated.

Our manager starts for your place to-morrow, and we trust you will

be able to arrange matters satisfactorily to all parties concerned.

Yours respectfully,

EXECUTIVE MANSION, WASHINGTON, July 13, '63.

MAJOR GENERAL GRANT.

My dear General:—I do not remember that you and I ever met personally. I write this now as a grateful acknowledgment for the almost inestimable service you have done the country. I write to say a word further. When you first reached the vicinity of Vicksburg, I thought you should do what you finally did—march the troops across the neck, run the batteries with the transports, and thus go below, and I never had any faith except a general hope that you knew better than I that the Yazoo Pass expedition and the like could succeed. When you got below and took Port Gibson, Grand Gulf and the vicinity, I thought you should go down the river and join Gen. Banks, and when you turned northward, east of the Big Black, I feared it was a mistake. I now wish to make the personal acknowledgment that you were right and I was wrong.

A. LINCOLN.

TREASURY DEPARTMENT, OFFICE OF SECRETARY, WASHINGTON, D. C., October 9, '90.

SIR:—I have the honor to recommend that the Board of Examiners of this department be authorized to add to the general average obtained by candidates under examination for promotion in this department, an additional credit of five per centum when the candidates have, under section 1754 of the Revised Statutes, claim of preference in civil appointments; that is to the general average of those persons honorably discharged from the military or naval service by reason of disability resulting from wounds or sickness incurred in the line of duty. Yours respectfully,

HON. WM. WINDOM, Secretary of Treasury. (JAMES BROOKS,)
Chief Clerk and Member of the
Board of Examiners.

Hon. Wm. P. Fry,

Washington, D. C.

SIR:—I have the honor to respectfully acknowledge receipt of your letter dated the 23d inst., inclosing Senate Bill No. 1104, making an appropriation and providing for the construction of two revenue cutters for service on the Pacific coast, and requesting this department to furnish your committee with such suggestions as it may deem proper, touching on the merits of the bill and the propriety of its passage.

In reply thereto, I would say that the department has considered the necessity for two new cutters on the Pacific coast so urgent that it has included in the regular estimates the sums of \$175,000 and \$150,000 for the construction of two vessels, the former sum for a vessel for service at San Francisco and, during the summer months, in the Behring Sea for the protection of the seal islands and the government interests in Alaska, and the latter for a vessel for service in Puget Sound and the waters adjacent in Washington state. The revenue cutters now on the Pacific coast were built many years ago and have been kept steadily at work in the performance of the multifarious duties required of them. They are of the age when vessels require frequent repairs, and they should gradually be replaced by new vessels of more modern type of hull and machinery which will give greater power and speed.

I earnestly recommend to your committee the passage of this bill and name the amounts herein mentioned respectively, as necessary to properly build and equip the new vessels.

Senate Bill No. 1104 is herewith returned,

Yours respectfully,

MY DEAR SIR:—I found your letter of February 3 awaiting me on my return from New York. I am very much interested in the subject of rapid transit, and while in New York made an investigation of that adopted by the Fourth Avenue Railway Co., known as the Julian system. The difficulty is that all these parties interested in storage batteries are spending so much time and money in litigation among themselves, that they seem to lose sight of the advantages of using storage batteries. For instance, the Fourth Avenue road, running down

town from the Grand Central Depot, is using the Julian system of storage batteries. The Electric Accumulator Co. got an injunction against them, and now claims to control the market and to monopolize the whole system of storage batteries. I see they have brought suit in our court against the Woodward Co. in this city. On the other hand the Brush Co. claims that all these patents, including those used by the Accumulator Co., and the Woodward Co., and the Julian Co. are infringements upon theirs, so that it seems unsafe for us to take hold of anything. I saw one car on Fourth avenue operated by the Julian system and the superintendent seemed to be satisfied that he would have put a large number of cars upon his road had it not been for the injunction of the Accumulator Co. The Accumulator Co. run no cars of their own, except perhaps one in Philadelphia, but have succeeded in putting a stop to everything in the nature of storage batteries, and have destroyed a business which they ought to be building up. I tried to convince them that they were cutting their own throats by enjoining all storage batteries. The better plan to me would seem to be to allow them to run and recover pecuniary damages for the infringement of their patent. I am not informed what machine is used by your company, but if it is anything in the nature of that used by storage companies in general, you will probably have a suit on your hands before a great while, judging from what I heard in New York city. I shall be glad to look at your car when it is in operation. Very truly yours,

DEAR SIR:—Your favor of the 8th inst. is before us. Would the Ohio Central standard box car built in accordance with the last lot we constructed for that company during the early part of this year, be such a car as you would require? We presume it would as it is a 60,000 pound capacity car. Just what volume of grain can be loaded into it, we cannot say, but presume it would not be far from what you want. If this car would suit you, I will name you a price at which we could build you a similar lot. From what you say concerning air brakes, etc., we would simply take the Ohio Central car complete and omit the air brakes, using automatic couplers, however.

Yours truly,

DEAR SIR:—I beg to acknowledge receipt of your favor of the 7th inst. I will look into this matter and see that you are promptly advised. I was under the impression that advices were going forward every day, and know no reason why this should not have been.

SOCIAL LETTERS. (Pages 184-186.)

My DEAR SIR:—I have to acknowledge receipt of your letter of the 7th inst., which I have found upon my return from New York. I judge from what I heard there that there is a possibility that my ambition may yet be gratified as you say, but it is only a mere possibility, and while, of course, if I removed to Washington, I should wish to dispose of my

house, I do not allow myself to look so far ahead as to determine how this ought to be done. Two or three persons have already spoken to me with regard to it, and expressed a wish to purchase, but the contingency of my selling is so remote that I have not deemed it necessary to give it serious consideration. It is quite probable that if I ever wish to dispose of my place, my brother-in-law, Major Warren, would feel as though he was entitled to the refusal of it, though he has not spoken to

me on the subject.

The judicial celebration in New York was a grand affair. Indeed I have never seen such a distinguished and intellectual body of men assembled together as there was at the banquet on Wednesday. I met all the judges of the Supreme Court, who were very kind to me, and two or three expressed a wish that I might be one of their number, and to some of them Judge Gray's appointment seems to have been somewhat of a surprise. At the same time he is an excellent man, and if I am not to have it myself, I prefer that it should go to him.

My Dear Judge:—I did not receive your letter of the 1st until my return from New York on Saturday, where I went to attend the Centennial Judicial Celebration. I hoped and rather expected to meet you there. It was a grand affair and I could not forego the pleasure of making the acquaintance of some of my brother judges and seeing the distinguished gentlemen who were gathered there. A larger number of refined and intellectual men I never saw assembled in one place.

I have been so very busy with admiralty cases this winter that I have not found time to take up the patent cases from Jackson, but will do so at the earliest opportunity, as I know they are anxious for a decision. I have never had so many and so important admiralty cases as I have had this winter, and the term bids fair to last till March. I hope, however, within a week or ten days to at least come to a conclusion

in the patent cases.

I shall be very glad to see you in June, although I do not think the business will detain you a great while. I have reserved two or three cases for a conference with you and it is possible there will be as many admiralty appeals. I think you had better, if it is equally convenient to you, postpone your visit until the latter half of the month, particularly if you decide to bring Mrs. and Miss Field with you. It is needless to say that we should be delighted to see either of them. I did intend to go to Cuba this month, but I have so much business on hand it is impossible to leave, and the weather has been so warm that there really is little temptation.

Very truly yours,

My DEAR SIR:—You are so good as to ask me to tell you what books have influenced me. Now to be frank I have never been a very great reader unless the reading was in some way connected with a subject in which I take an interest. My days have been too busy to allow of it, and besides I have always preferred to try to study human character from life rather than in the pages of books which, if they be true to art, must to some extent idealize and exaggerate nature. I think

that to those who have eyes to see—although the doctrine is a perilous one for a novelist to preach—the tangled drama of existence, as it is from day to day revealed to us in every drawing-room and street, has more fascination and appeals more largely to the sympathies than any novel. But as to books, when a boy I loved those books that other boys love and I love them still. I well remember a little scene which took place when I was a child of eight or nine. Robinson Crusoe held me in his golden thrall, and I was expected to go to church. I hid beneath a bed with Robinson Crusoe, and was in due course discovered by an elder sister and the governess who, on my refusing to come out, resorted to Then followed a struggle that was quite Homeric. The two ladies tugged as best they might but I clung to Crusoe and the legs of the bed, and kicked until perfectly exhausted; they took their departure in no very Christian frame of mind, leaving me panting indeed but triumphant. Next to Robinson Crusoe I think I liked the Arabian Nights, the Three Musketeers and the poems of Edgar Allen Poe and Macaulay. My two favorite novels are Dickens' "Tale of Two Cities" and Lytton's "Coming Race." Both these books I can read again and again and with an added pleasure. Only my delight in the last is always marred afresh by disgust at the behavior of the hero who, in order to return to this dull earth, put away the queenly Zoe's love.

I think, however, that I have always been more stirred by poetry than by prose, except indeed by some passages where prose in the hands of a perfect master, rises to a poetry of its own, which to my mind surpasses even the dignity of worthy verse. And there is one immortal work that moves me still more—a work that utters all the world's yearning anguish and disillusionment in one sorrow-laden and bitter cry, and whose stately music thrills like the voice of pines heard in the darkness of a midnight gale, and that is the book of Ecclesiastes.

H. RIDER HAGGARD.

DEAR SIR:—I received your kind letter with your excellent advice to the people of the United States which I read with great pleasure and hope it will be duly regarded. Such writings, though they may be lightly passed over by many readers, yet if they make a deep impression on one active mind in a hundred, the effects may be considerable. Permit me to mention one little instance which, though it relates to myself will not be quite uninteresting to you. When I was a boy I met with a book, "Essays to do Good," which I think was written by your father. It had been so little regarded by a former possessor that several leaves were torn out, but the remainder gave me such a turn of thinking as to have an influence on my conduct through life, for I have always set a greater value on the character of the doer of good than on any other kind of reputation, and if I have been, as you seem to think, a useful citizen, the public owes the advantage of it to that book.

You mention your being in your 78th year; I am in my 79th; we are grown old together. It is now more than sixty years since I left Boston, but I remember well both your father and grandfather, having heard them both in the pulpit and seen them in their houses. The last time I saw your father was in the beginning of 1724, when I visited him

after my first trip to Pennsylvania. He received me in his library, and on my taking leave, showed me a shorter way out of the house through a narrow passage which was crossed by a beam overhead. We were still talking as I withdrew, he accompanying me behind and I turning partly towards him, when he said hastily, "Stoop, stoop." I did not understand him until I felt my head hit against the beam. He was a man that never missed any occasion of giving instruction, and upon this he said to me, "You are young and have the world before you, stoop as you go through it and you will miss many hard thumps." This advice thus beat into my head, has frequently been of use to me, and I often think of it when I see pride mortified and misfortunes brought upon people by their carrying their heads too high.

B. FRANKLIN.

12th May, 1784.

AN ANECDOTE OF THE REVOLUTION.

Mrs. Daniel Hall, having obtained permission to pay a visit to her mother on John's Island, was on the point of embarking when an officer stepping forward in the most authoritative manner, demanded the key of her trunk.

"What do you expect to find there," said the lady.

"I seek for treason," was the reply.

"You may save yourself the trouble of searching then," said Mrs. Hall. "You may find plenty of it at my tongue's end."

THE ACTION OF GLACIERS.

(Pages 187-189.)

The observer who attentively considers the mode of action of the rain on the surface of the land readily perceives that this work is accomplished by the action of the solar forces which come in the form of heat to the surface of the oceans and other water areas, lifting the fluid in the form of vapor and dropping it on the land. He has perceived that the work of rain water, whether it speedily flows over the surface or slowly courses within the ground, operates to sink down the land and chisel the surface into hills and valleys, thereby giving the parts of the earth which are above the level of the sea the peculiar diversity of surface which is of such importance not only to its external shape but the physiographic condition of the life of the land.

To complete his survey of the action of rain water, the student must now turn his attention to the work done by glaciers, or the action of the water when it falls in the form of snow and remains unmelted while it flows over the land areas on its path toward the sea. There is a common though erroneous notion that glaciers demand for their existence certain very peculiar conditions, and that an ice period such as characterized the Northern Hemisphere in very recent geological times represents very unique circumstances in the history of the earth. There can be no question that the physiographic effect of the glacial period is very great. When the ice lay over the surface of North America to the depth of thousands of feet as far south as about the parallel of 40 degrees

in the region east of the Mississippi, and when it at the same time occupied a large part of Northern Europe and Asia, it is easy to see that the conditions of land locked in this enduring coat of ice were far other than we now find them. It is important, however, that the reader should disabuse his mind as to the singularity of the causes which bring about a glacial period. There can be but little question that these ice periods have again and again recurred in the history of the earth. If they represent something out of the ordinary order of nature, we shall have to change the rooted beliefs of modern geologists to the effect that the earth, from the most remote ages, has been controlled by the forces which are now operating upon it. To secure a good notion of the glacial action the student should avail himself of observations on his field, which he can readily make in the winter season. Going into the field at the beginning of a snow storm he may see the snow fall flake by flake on the earth. Unlike the fluid water, which falls with a sensible force, these snow-flakes strike no blow. The snow crystals come down in the gentlest possible manner. The first point to note is that whether the water falls as rain or snow, depends on a very slight difference of temperature. It will often happen that within the limits of a line a few hundred feet in length, that at one point the water falls as snow and at another point as a cold rain. The fact is that the difference between the heat which brings the water down as rain drops and that which sends it to the earth as snow is infinitely small.

While drops of rain are as they fall little irregular spheres, which at once splash and commingle with the water already on the surface, the snow flakes are each aggregations, the crystals of which assume a wonderful variety of form and contain a great deal of air in their interstices. It is this divided character of the ice in snow flakes which gives snow its white appearance. We can imitate the result by powdering ice. Even transparent glass has a whitish hue when broken into fine bits.

When the frozen water first comes to the earth its crystals intermingle with each other, the whole mass being so spongy that a foot in thickness will sometimes not give more than half an inch of water when melted. But this feature of the snow rapidly undergoes a change. As the thickness of the snow increases the flakes press upon each other, the delicate crystals are melted by this pressure and the sheet becomes consolidated. At first each flake tends to gather into the form of a little ball, so that after lying on the ground a few weeks, we observe that the snow is not only more compact, but that it has a granular appearance. If the snow endure on the ground, if occasional rain storms fill the interstices between the grains with water which freezes in its place, the mass may change into a whitish ice so solid that the foot will not sink into it—often, indeed, so compact that it can be broken with hardly less ease than ordinary ice.

As soon as such a covering of snow, however trifling its depth, is accumulated on the surface of the fleld, the student is observing a glacial sheet and for a time he is living in a glacial period. The more important phenomena which are now exhibited in the glaciers of Greenland and which were present in this country in the last ice period are shown in a small way on the hillsides of all countries which are snow-bound in the winter part of the year. The most important action of the glaciers

consists in the downward movement of the ice of which it is composed over the slopes on which it rests. When the ice sheet is thousands of feet in thickness and creeps over a lofty country to the sea it drags over the rocks rending them by its movement, grinding the fragrants to pieces and conveying the mass forward to the margin of the glacier. There are other features connected with the great ice sheet, but this is the only one of much geological importance. In the temporary glaciers of our northern snow-field, we may observe that the movement of the compact snow is precisely like that which occurs in all glaciers whatsoever. The sheet when it begins to creep down the hillsides, moves very slowly, but with sufficient energy often to produce noteworthy effects. In a cemetery near Augusta, Maine, the burial places are on a tolerably steep hillside, where the snow accumulates to a depth of several feet and remains for several months. It has more than once happened that the downward movement of this snow, not in the form of an avalanche, but by slow glacial creeping, has broken off the monuments and iron fences about the graves, conveying them a few feet down the declivity. If the observer will closely note the condition of the surface of the hillside after the snow has gone away, he will often see that the stems of plants are bent downward and that small stones have been slipped from their original bedding-places and carried a little ways on their glacial journey.—Prof. N. S. Shaler, in The Chautauquan.

THE MAGIC OF MODERN SCIENCE.

(Page 189.)

This is pre-eminently the age of physical science, of machinery, electricity and chemistry. These wonderful agencies are enabling the human race to realize the wild dream of that ancient period when men were supposed to be able to wield the powers of magic. We do not possess Alladin's lamp, nor do we seek to unfold the secrets of the philosopher's stone, but we work with our science wonders more astonishing and vastly more valuable than were attributed to ancient magic. When we consider that the potentialities of science are merely in their infancy we are brought to realize that the greatest sphere of usefullness and profit possible for human intelligence, is in the study and elucidation of the secrets of machinery, electricity and chemistry. With the greatest respect for the legal profession, it is doubtful if there is a lawyer in the whole world whose name is as widely known as that of Edison, the electrician; of Watt, the steam engineer; or of Farraday, the chemist. But what has been done in these branches of science is but the suggestion of what is to be done. The telephone, the telegraph, the phonograph, electric illumination and propulsion, are the loose ends of industrial economics of the most far-reaching power and stupendous importance. The secrets of chemistry, so far as they have been developed, have exercised an enormous influence on human progress. The refining of crude medical and food products, the purification of oils and metals, the discovery of dye-stuffs, the compounding of explosives, the elaboration of methods of analysis by which the composition of all substances may be ascertained and distinguished, are splendid achievements, but they only indicate how much more is to be done.—New. Orleans Picayune.

LETTER OF JOHN BRIGHT.

(Page 190.)

LONDON, March 29, '81.

DEAR SIR:—I have not time to answer your letter at length. If you will read the little book to which I referred in my letter on the speech of the member for Preston, you may learn much from it—more than I

can tell you in any letter I can write.

We all regret that France, the United States of America, and other countries continue their high tariffs, and it is, we believe, a misfortune to them and injurious to us; but we can only legislate for our own country and not for them. If you think that not being able to sell freely we should mend ourselves by giving up the power to buy freely, I may as well leave you to that opinion, only expressing wonder at it. But you will perhaps say that we can force other nations to reduce their tariff if we enforce a tariff against them. You forget probably that we have tried this in times past, and that it has wholly failed. Sir Robert Peel taught this nearly forty years ago, and he believed, as I believe, that the best defense we can have against the evils of foreign tariffs is to have no tariff of our own.

You speak of France: the French senate is in favor of more protection. The Chamber of Deputies is disposed to free trade, and to a more liberal policy. The free trade party in France is more powerful than in times past, and it is not certain that the proposed treaty will be less favorable to trade between the two countries. As to America, how will you compel its government to reduce their tariff? By placing duties on American exports to England? If so, on what exports, on cotton for the mills of Lancashire, or on corn for the food of all our people? The American protective tariff makes it difficult or impossible for Americans to become great exporters of manufactures. If you fight them at the custom-house you can only assail them by duties on cotton, or on corn, and this surely will not benefit Lancashire, or the West Riding. When the debt of the United States is much reduced, when the revenue is in excess of their wants, then their tariff will be reformed, and their import duties will be reduced.

If you doubt what free trade has done for England, go back to your histories and read what was the condition of our workmen and their families for the first forty years of this century when everything was

supposed to be protected, and compare it with what it is now.

For some years past manufacturers and farmers have suffered greatly and workmen have suffered much, but they have not seen one tenth part of the distress which afflicted them during the forty years of the high duties from 1800 to 1840. The country suffers now, not from our purified tariff, and not wholly or in chief part from foreign tariffs. It suffers from want of sunshine—from the short harvests of several years; and till we have good harvests we must suffer and endure. Parliament cannot give sun and heat for our fields, and it will be no compensation to reimpose import duties and to deny us the right to purchase freely what we need from foreign nations.

I am respectfully yours,

JOHN BRIGHT.

THE CHARACTER OF ABRAHAM LINCOLN.

(Pages 191 and 192.)

Six days after the surrender of Lee, the nation was thrown into the deepest grief by the assassination of the President. The gloom which enshrouded the country was as thick darkness. The people had come through many alternations of fear and hope to repose the most absolute trust in Mr. Lincoln. They realized that he had seen clearly where they were blind, that he had known fully where they were ignorant. He had been patient, faithful and far-seeing. Religious people regarded him as one divinely appointed, like the prophet of old, to a great work, and they found comfort in the parallel which they saw in his death with that of the leader of Israel. He, too, had reached the mountain's top and had seen the land of the redeemed unto the utmost sea, and had then died.

Mr. Lincoln had been for some time in the presidency before the public esteem of him was correct or appreciative. The people did not at first understand him; in the glamour of the presidential canvass they had idealized him, attributing to him some traits above and many below his essential qualities. After his election and before his inaguration there was a general disposition to depreciate him. He became associated in the public mind with an impending calamity, and tens of thousands who had voted for him heartily repented the act, and inwardly execrated the day that had committed the destinies of the Union to his keeping.

The first strong test brought upon Mr. Lincoln was this depressing reaction among so many of his supporters. A man with a less resolute purpose would have been cast down by it, but Mr. Lincoln preserved the "mens equa in arduis." Through the gloom of weeks preceding his inaguration he held his even way. Perhaps in a more terrible crisis through which he was afterwards called to pass, a firmer nerve was required, but not so rare a combination of qualities as he had shown in

the dismal mouths with which the year 1861 opened.

Mr. Lincoln united firmness and gentleness in a singular degree; he rarely spoke a harsh word. Ready to hear argument and always open to conviction he adhered tenaciously to the conclusious which he had finally reached. Altogether he had confidence in himself, trusted to the reasoning of his own mind, believed in the correctness of his own judgment. Many popular conceptions concerning him are erroneous. No man was further than he from the easy familiar jocose character in

which he is often painted.

While he paid little attention to form aud ceremony, he was not a man with whom liberties could be taken. There was but one person in Illinois, outside of his own household who ventured to address him by his first name. There was no one in Washington who even attempted it. He appreciated wit and humor, and relished a good story, especially if it illustrated a truth or strengthened an argument; he had a vast fund of illustrative anecdotes which he used with the best effect. But the long list of vulgar, salacious stories attributed to him were retailed only by those who never enjoyed the privilege of exchanging a word with him. His life was altogether a serious one, inspired by the noblest spirit, devoted to the highest aims. Humor was but an incident with

him, a partial relief to the melancholy which tinged all his years. He presented an extraordinary combination of mental and moral qualities. As a statesman he had the loftiest ideal, and it fell to his lot to inaugurate measures which changed the fate of millions of living men, of tens of millions yet to be born. As a manager of political issues and master of the art of presenting them he had no rival in this country, unless one to be found in Jefferson.

The complete discomfiture of his most formidable assailants in 1863, especially those who sought to prejudice him before the people on account of the arrest of Vallandingham cannot easily be paralleled for shrewdness of treatment and for keen appreciation of the reactionary influence which are certain to control public opinion. There was not the slightest lack of candor or fairness in his methods; he sought to control men through their reason and their conscience. The only art he employed was that of presenting his views so convincingly as to force conviction on the minds of his hearers and his readers.

The executive talent of Mr. Lincoln was remarkable—he was emphatically the head of his own administration, the ultimate judge at all points and on all occasions, when questions of weight were to be decided. He had not only full trust in his own capacity, but a deep sense of his own responsibility—a responsibility which could not be transferred, and for which he felt answerable to his conscience and to God.

There has been a discussion as to Mr. Lincoln's religious belief. He was silent as to his own preference among creeds. Prejudice against any particular religion he did not entertain. Allied all his life with Protestant Christianity, he thankfully availed himself of the services of an eminent Catholic Prelate, Archbishop Hughes, of New York, in a personal mission to England of great importance at a crisis when the relations between the two countries were disturbed and threatening. Throughout the whole period of the war he constantly directed the attention of the nation to dependence upon God. It may indeed be doubted whether he omitted this in a single state-paper. In every message to Congress, in every proclamation to the people, he made it prominent.

In July, '63, after the battle of Gettysburg, he called upon the people to give thanks, because "it has pleased Almighty God to hearken to the supplications and prayers of an afflicted people, and to vouchsafe signal and effective victories to the Army and Navy of the United States," and he asked the people "to render homage to the Divine Majesty, and to invoke the influence of His Holy Spirit to subdue the anger which has produced and so long sustained a needless and cruel rebellion." Oil another occasion, recounting the blessings which had come to the Union, he said, "No human counsel hath devised, nor hath any mortal hand worked out these things." They are the gracious gifts of the most High God, who while dealing with us in anger for our sins, hath nevertheless remembered mercy." Throughout his entire official career attending at all times with exacting duty and painful responsibility he never forgot his own dependence or the dependence of the people upon a higher power. In his last public address delivered to an immense

crowd assembled at the White House on the 11th of April, to congratuiate him on the victories of the Union, the President standing as he unconsciously was in the very shadow of death, said reverently to his hearers, "In the midst of your joyous expression, He from whom all blessings flow must first be remembered."—Jas. G. Blaine.

ELEMENTARY SCIENCE IN THE PUBLIC SCHOOLS.

(Pages 193 and 194.)

The question, should science be taught in the public or common schools, I answer in the affirmative, most decidedly yes. Which of the sciences? Should it be chemistry or physics or zoology or mineralogy or botany or physiology or geology? I answer all of them as one subject—the study of nature. Specialization, differentiation or the division of labor characterizes civilization. It is forced upon us in the higher studies. This is simply a matter of necessity due to the vastness of the field of higher learning, the shortness of life and the limits of the human mind. But it is possible to specialize only in the maturity of manhood and womanhood. It is not possible in childhood. The youthful mind is not capable of such work. The young mind is unable to fix attention or concentrate thought upon a subject, and particularly if the subject be studied in an isolated and disconnected manner. this a method that is both systematic and abstract, and the avenues to learning are completely closed. In very early years, say before the age of eleven or twelve, the average child caunot readily or profitably study anything in an isolated, a systematic or abstract manner, and he can do it but very feebly at this age.

The study of a subject systematically, by classification, the study of the abstract and the cultivation of the reasoning faculty should not be attempted early. Nature rebels against it. It is the faculty of perception which appears first. This is the faculty which should receive the attention of the teacher of children. To the cultivation of observation, expression and memory, along with the full physical development of the child, all the best energies of the teacher should be given. It is not a question then of dividing and classifying the natural and physical sciences and choosing one or more of them to be placed on the curriculum of schools. This is necessary and proper in the later years of the high school courses and in the higher justitutions, but not in the common school or to any great extent in the lower classes of the high school. System, method and classification in study are exceedingly important for matured persons; but they do not belong to early life. As soon as the mind is prepared to undertake such work, it should be begun and it should be increased very slowly, gradually and almost imperceptibly. I repeat it, commou school pupils should not be taught zoology as a distinct science, nor botany, nor physics, nor geology as such.

All systems of classification, even to the division of these, are artificial. Chemistry, physics, mineralogy, botany, zoology, physiology and geology should not be separated. These sciences come naturally together when studied in this way. Let the child see the fish swim in the water, the bird fly through the air, the duck swim and sail on the

pond. Let him see the sand, gravel, grass, trees, flowers, butterflies, beetles, worms, crops, streams, hills, ravines, bees, squirrels, ants, crickets, birds, snow, rain, stones, rocks and fossils, just as they occur in nature. In any case, even to adult persons, the associations are of vital significance. Many a time it happens that a mineral sample or a bit of rock or fossil by itself is of little use in helping us to understand some question of moment. Again, an extract from a book may be unintelligible or ambiguous. But in the one instance permit us to see the associated mineral and rocks in position, and in the other to read the context, and what a flood of light is let in upon us. The relations which objects of the three kingdoms of nature bear toward one another are of the utmost importance. But in addition to the importance of the associations and relations, the ease with which children are enabled to comprehend the characteristic structure, habits and uses of anything when studied as it occurs in nature is something the teacher and parent connot afford to ignore.—Prof. Montgomery.

TRANSCRIPT OF A. R. BAILEY'S NOTES.

(Page 195.)

Testimony taken Saturday, April 25, 1891, before Hon. Grover Cleveland as referee, in the case of McHugh vs. The Manhattan Elevated Railway Co., in New York City, by A. R. Bailey, official stenographer in the Elevated Railroad litigation:

Q. Mr. Davis, what is your business? Real estate broker and appraiser.

For how many years have you been engaged in the real estate business?

A. Twenty years and over.

Q. During that time have you carried on the real estate business in the city of New York?

A. Yes, sir, in different parts of the city of New York.

Q. Have you also had charge of estates and collected rents of property during that time?

A. Well, to a limited extent I have collected rents.

Q. Have you also appraised property for different parties during that time?

A. I have appraised quite a number of parcels; I am appraising all the time.

- Q. Are you regularly employed as an appraiser by any companies or firms?
 - Yes, sir, two or three of them. A.

Q. Are you at present so employed?

Do you take the publications that contain the transfers of prop-

A. I have taken the Record and Guide for a number of years; I can't say how many, but I think nearly twenty.

Q. Are you a membeer of the Real Estate Exchange?

A. I am, sir.

Q. And have you frequently attended auction sales at the Real

Estate Exchange?

A. Yes, sir, sometimes every day and sometimes twice a week, just as I have the opportunity and time or disposition to know what any particular sale brings that takes place.

Q. Are you familiar with 34th street east of Third avenue? A. I am acquainted with the premises around there, yes, sir.

Q. Have you been acquainted with that locality for several years?

A. Yes, sir.

Q. And have you had actual transactions there?

A. I have sold two or three pieces of property at different times in 34th street.

Q. And have you kept yourself informed as to the condition of real

estate in that section for a number of years?

A. Yes, sir, I have had property for sale in different parts.

Q. Have you viewed the premises in suit, No. 327, East 34th street, for the purpose of obtaining information upon which you could estimate the value of those premises?

A. Yes, sir.

Q. Have you visited those premises more than once for that purpose?

A. Yes, sir.

Q. When did you last visit those premises?

A. This morning.

Q. Will you describe the location of the premises 327 East 34th street?

A. Those premises are on the northerly side of 34th street, about the middle of the block, and contain 600 feet. There is a four-story tenement on the property, with a store and sub-cellar, and it is in very poor condition, without improvements of any kind. There are eight rooms on the floor over the store, and these rooms are rather small and uninviting.

Q. What is the condition of the hallway?

A. It is a dilapidated affair. The doors were all open when I went there and there was a stone against the door to keep it open, and it had every appearance of a house that no one cared about.

Q. What, in your opinion, is the present fee value of the lot and

building of the premises in suit?

A. I placed the lot at \$8,000 and the building at \$13,000. The lot is more valuable in proportion to the building upon it. A full lot there would be worth \$10,000.

Q. What was the value of the premises in 1872 to 1874?

A. I place it at \$11,000.

Q. What do you consider the rental value of these premises?

A. About \$800.

Q. Has there been a change in this block in the last twenty years? A. I don't think there has been an improvement of any kind on this block in the last twenty years.

Q. Have there not been more improvements in buildings on other

streets in that vicinity?

A. Thirty-third street has improved materially by modern tenement houses, called "cold-water flats," which gives the street a very desirable appearance.

Q. Is there any other block on the side streets similar in all respects, having a series of old-fashioned tenement houses with no

improvements?

A. Well, Thirty-third street, between First and Second avenue, and 32d street also, are about the same. There are some private houses in 32d street.

Q. Have there not been some modern tenement houses built there? A. I don't think there has been any modern tenements between

First and Second avenues.

Q. Have you been familiar with the general character of 34th street

for a number of years and the reputation of the street.

A. The entire surroundings from 30th street to 36th street has always been considered a very hard neighborhood, mostly occupied by ruffians, but in latter years since this good class of factories has gone up on First avenue it has somewhat improved the tone of it.

TRANSCRIPT OF R. S. WRIGHT'S REPORTING NOTES.

(Page 196.)

Extract from an address by Mr. E. P. Roberts, on The Use of the Storage Battery for Lighting Purposes, delivered at a meeting of the Civil Engineers of Cleveland, O., Oct. 4, 1892.

Mr. Roberts—Mr. President:—In incandescent lighting it is necessary to have constant E. M. F. (electro motive force.) Unfortunately the batteries drop in voltage, also there seems to be line loss of not less than three or four per cent. at full load. When at light load, the line loss being practically nothing, the lamps are strained to that extent, and moreover this is aggravated by the fact that the time of light load commencement is when the E. M. F. is two volts per cell, giving five per cent, more voltage than when the battery has reached its normal condition. Another difficulty arises from the fact that two and a quarter volts per cell are necessary when charging; and, if it is desired to turn on the lamps while the battery is charging, it is necessary to insert resistance in the lamp circuit, or to use fewer cells for the same. This can be accomplished automatically, but it is extremely difficult to construct automatic apparatus which can always be relied upon for this purpose. Probably the best arrangement is merely an automatic device which will cut out the light circuit while the battery is charging. There are three methods for using the storage battery for lighting purposes. The first is locating the batteries at the power house. The second is locating them in substations which are the center of distribution for a small district. third, locating them in each building where the light is desired. The first has the following advantage: The E. M. F. on the line can be controlled in the same manner as it would be if dynamos were operating. The batteries are under constant inspection, and it would seem easter

to keep constant load on the engines than when using either of the other plans. The second plan has some of the advantages of the first and some of the disadvantages of the third. The third has the disadvantages incident to installing a large number of cells in each house in order to supply the maximum output, if required, which would probably be ten times or more the general output. The first plan is, therefore, the most desirable when the lamps are not situated too far from the station, the line loss in such a case being a large factor. The second plan can be resorted to when the lamps are at a great distance from the station and therefore the current can be sent over the line at a higher E. M. F. than would be used when the batteries are charged in series. The third plan is seldom advisable. One great advantage obtained from using the storage battery is that the engines can be kept on their most economical load all the time while operating, and this is especially advantageous when using compound-engines. In large stations not using batteries there are generally so many engines that the same result can be accomplished, but in the smaller stations having only two or three engines, it is probable that for a considerable portion of the time one or two engines will be operating under very light load, and consequent inefficiency. The batteries can be charged either from a constant potential and varying current system or from a constant current and varying potenial. The first is used if they are located at not too great a distance from the station. If, however, the lamps are at a great distance from the station, the second system can be used with an arc dynamo for charging, and the line loss will be very small. This was the system exploited by the Brush Company. One trouble with this method is that the charging current is of such high E. M. F. that it is not safe to have the batteries connected with the house wires when the battery is charging. Automatic devices to disconnect the house wires are therefore desirable, but owing to their uncertainty it is probably better to use hand-switches.

Mr. Barber—Mr. President:—I think there is one fundamental trouble with the storage battery, and that is that when the battery is charged and discharged and charged again, it does not return to its former condition. There is a difference. There is a deterioration which takes place every time. Of course it is very slight in the best batteries; that of itself, I think, is tatal to the battery.

TRANSCRIPT OF NOTES BY FRED. IRLAND,

OFFICAL REPORTER, UNITED STATES HOUSE OF REPRESENTATIVES. (Page 197.)

MR. WILKINSON. Now, Mr. Speaker, when these individual conferees were such indifferent listeners, as I have described, and protested that the information that was offered them was already possessed by them, I could not help being astounded at the extent and variety of the knowledge that must be possessed by any one man to master in such a complete manner all the vast and varied interests affected by this bill—I felt as Goldsmith says the villagers felt about their schoolmaster:

And still they gazed, and still the wonder grew That one small head could carry all he knew.

[Laughter.]

I have said, Mr. Speaker, that this was a sectional bill. The gentleman from Ohio [Mr. McKinley] told us the other day that this bill was not sectional because it placed a duty on yellow pine higher than the duty on white pine. So far as yellow pine is concerned, there is an enormous quantity of it shipped abroad from the Gulf States—Louisiana, Mississippi, Alabama and Florida. They are large exporters of it, but import none whatever, and none of the people interested in the business to whom I ever spoke on the subject seemed to care one whit what the duty on yellow pine was.

But, Mr. Speaker, the sectionalism of which I have spoken has not been omitted in the sugar schedule. Maple syrup is given a duty of 20 cents a gallon in addition to the bounty on maple sugar, but cane syrup and cane molasses, all the products of the cane up to 16 Dutch standard,

are made free.

MR. DINGLEY. The gentleman is mistaken as to maple syrup. It was struck out in conference.

REPORTING NOTES OF EDMUND DANIEL,

STENOGRAPHER OF THE WAYNE CIRCUIT COURT, DETROIT, MICHIGAN. (Page 198.)

CROSS-EXAMINATION BY MR. CONELY.

Q. Will you give us the date, Mr. Clark, of the very commencement of your employment with the George T. Smith Middlings Purifier

Company?

A. As I remember it, Mr. Conely, I was there eight years and a little over with the company, being a part—I quit there in January, 1887, and I began eight years and something like three months as I remember it, before that. The first three months that I worked was in the latter part of 1878, I should think it was.

Q. I notice in your testimony given in a case which you had against the company you say: "I think that employment began the latter part

of 1878?"

A. No.

Q. "A. My active employment continued to the 10th of January. 1887." Is that correct?

A. I think that is right.

Q. You first commenced under an oral contract, didn't you, verbal?

A. Yes, sir.

Q. Then you had a written contract?

A. Yes, sir.

Q. Will you let me have the first written contract?

A. If it is in the files.

Q. What files?

A. The files in this case.

Q. It does not have to be. It ought not to be, but it may be. I will read this contract, and if it is correct, as copied, you can say so.

(Reading) "The George T. Smith Middlings Purifier Company, a corporation duly organized under the laws of the state of Michigan, doing business at the City of Jackson, Michigan, party of the first part, and Myron W. Clark, of Parma, Jackson Co., Mich., party of the second part, agree and contract as follows: Party of the second part is to act as general and collecting agent for said Purifier Company during the year 1883 at a yearly salary of \$4,500, and his necessary and reasonable traveling expenses, which salary the party of the first part agrees to pay. Provided, however, that if the gross amount of sales of machines by said Purifier Company during said 1883 is as large as the gross amount of such sales for such company in the year 1882, then, in consideration of such sales, the salary of the party of the second part shall be \$5,000 instead of \$4,500, and the party of the first part agrees to pay him accordingly. This contract to expire by limitation on the 31st day of December, 1883. (Signed) George T. Smith, President, M. W. Clark."

A. So far as I remember it that is a correct copy. Prior to that you had only a verbal contract?

Ã. That is all, yes, sir.

Q. What was your salary when you first went into the employment of the George T. Smith Middlings Purifier Co.?

A. \$75 a month.

Q. How soon was it raised?

A. At the beginning of January of the next year; of the first year. O. What was it for that year? A. \$1200 I think.

Q. And when was it raised again?
A. The next year it was raised to \$2,500.

That would be-when was it next raised? Give us the raises. We will go right along.
A. The next year to \$3,500. The next year to \$4,500.

O. Is that the first of the written contract?
A. No, I think that \$4,500 was prior to that contract.

Q. So you received \$4,500 for one year before the written contract? A. Please follow these years along to see if I am correct. I give this entirely from memory, and I may be wrong.

Q. Your present memory is that you received \$4,500 at least one

year before the term of the written contract?

A. Before the contract, yes, sir, but it may be that is not so. It may be that \$3,500 was the last before that.

REPORTING NOTES BY L. B. CASE,

STENOGRAPHER OF UNITED STATES COURT, DETROIT, MICHIGAN.

Page 199.

CLINTON BENTLEY, after being duly sworn on behalf of the libelant, testified as follows: Examined by Mr. Canfield.

Q. Where do you live? A. Ashtabula, O.

What is your business?

Sailor.

How long have you sailed?

About six years.

Q-Ã. What vessel were you on in 1891?

The C. H. Green. In what capacity?

- Wheelsman.
- Do you remember a collision that occurred between the Japan and the Whitaker up near White Rock, on Lake Superior?

I remember some incidents of it, yes, sir. A.

Were you on watch on your vesssel at the time?

Ã. I was.

Q. At the wheel?

Α. Yes, sir.

Q. Do you remember the Whitaker and tow passing your tow?

Ã. I do.

And according to your judgment how far from your tow did she pass. How far to the westward did she pass you?

From half a mile to a mile. A.

Do you remember seeing a steamer coming up the lake?

A.

Do you remember the squall that set in?

I do.

Q. A. Did you see that steamer before the squall?

The one down the lake?

Yes, sir, the one that was coming up down below.

Yes, sir.

And how did she seem to be from you?

She seemed to be very near ahead, if anything aport a trifle, on our port bow.

Have you an idea of the distance she was when you first saw her?

Well, judging as I saw her, off about ten miles; eight or ten miles.

And when you last saw her before the squall how far did she seem to be?

A. In the neighborhood of three miles, more or less. On which bow was she when you last saw her?

Trifle on our port bow.

Q. When the squall shut in I suppose you lost sight of her?

 \widetilde{A} . Yes, sir.

Do you remember whether you got any order after the squall Q. set in?

A. Yes, sir, I did.

What was that order?

To port a half.

Who communicated that order to you?

The first mate.

Q. When you saw the Japan, you say a little on your port bow, on which side did you expect her to pass you?

A. I expected she would pass us on the port side.

Q. Now do you know what kind of a boat that was that you saw?

Yes, I do, some features of her. Q. What line did she belong to?

She was a Lake Superior Liner, the Lake Superior Transportation Co.

And as to being a passenger boat?

Yes, with one closed cabin.

O. Did you obey that order to port at that point? A. I did immediately.

Well, it was thick, I suppose, objects were obscured?

Q. A. Yes, sir.

Now, how soon did it brighten up again after it got thick? From the time it first set in to from four to six or eight minutes, I should think, I could not tell exactly.

When it brightened up what did you see ahead of you?

A. I saw the Unadilla and the Watson, making them out to be the Whitaker's consorts.

What did you see of the Japan?

The Japan was as near as I could judge in under the Whitaker's stern.

And the Whitaker was heading which way?

The Whitaker was heading well in towards the shore?

Will you state whether you passed the Whitaker's tow after this collision, after the squall cleared up?

A. We did pass it, yes, sir.

Q. How did the tow seem to be in respect to their course?

- A. As near as I could judge they were well on their course down the lake.
- Q. Did you see any other steamer before the squall coming up besides this one you saw on your port bow, which you have designated as the Japan?

A. No, sir, nothing to attract my attention.

Q. Did you at any time see a steamer coming up before the squall on your starboard bow?

A. I did not.

Was there anything to prevent you from seeing it if one had been over there?

A. There was nothing to prevent me from seeing it, no, sir.

CROSS EXAMINATION BY MR. GOULDER.

You say you would have noticed it?

A. Noticed which?

Q. Any other boat that had been around there?

MR. CANFIELD. I guess you misunderstood him. He said if there had been any, there was nothing to prevent him from seeing it.

Q. Then you think you may have seen it?

A. I might have.

That is as strong as you can put that?

Yes, sir.

When the collision had occurred, the squall cleared up, you could see all about this boat, on her

REPORTING NOTES OF DAVID WOLFE BROWN,

CHIEF OF CORPS OF STENOGRAPHERS, UNITED STATES HOUSE OF REPRESENTATIVES.

(Page 200.)

MR. DALZELL. Mr. Speaker, I shall assume that the facts connected with this case have already been sufficiently discussed to put them entirely into the possession of the House, so that it will be unnecessary for me to make any recital of them. The question under discussion has no relation to the ultimate right of either of these parties to a seat in this House. The question at present is simply as to a prima facie right; or, in other words, as to what the Clerk ought to have done, in making up the roll of this House, with respect to these two applicants for membership.

Now, the Revised Statutes (section 31) provide that "in making up the roll of members at the first meeting of a Congress, the Clerk of the next preceding House shall place thereon the names of such persons and of those persons only whose credentials show that they were regularly elected in accordance with the laws of their States, respectively,

or the laws of the United States."

Now, it will be observed that this statute points out the party who shall make up the roll, to-wit, the Clerk of the House; it designates the parties who shall be put on that roll, to-wit, those whose credentials show that they were regularly elected in accordance with the laws of their respective States or of the United States. It prescribes, furthermore, impliedly at least, the time at which the Clerk of the House shall make up the roll in accordance with the credentials of its members, to-wit, upon the assembling of Congress.

I pause here to say that nobody, therefore, can be deceived by

the claim that because the Clerk, upon the receipt.

CHAPTER ON PHONETICS,

With Special Reference to Shorthand.

FIRST PRINCIPLES.

350. Language, which is defined in the treatises on grammar as the medium for the communication of thought, is made up of sentences, clauses, phrases, words, syllables and letters. The last analysis to which written language is susceptible is letters. Letters represent sounds, and sounds form the ultimate analysis of spoken language, and the basis of modern shorthand writing. As a valuable aid to the study of shorthand we present a rather full chapter on the study of the elementary sounds. While theoretically it is true that we have to deal only with sounds in shorthand, yet practically it is true only in a limited sense. Quite as many sounds are omitted as are expressed.

To some students who have been imperfectly trained in English, and to others who may desire to refer occasionally to the first principles of language this chapter will be helpful. Language existed before letters. In other words, sounds were used in speech long before letters grew to represent them. Our present letters had their origin in the ancient picture writing or hieroglyphics of the Phoenicians. Their history can be distinctly traced, and however pleasant and tempting a field of inquiry opens before us in this historical study of language, we will confine our present inquiry to language as we find it. If the student discovers the relation between letters and sounds he will have little difficulty in the study of phonetics and it will pave the way to an easier mastery of shorthand. Let us look for a moment at the first principles of language.

351. The sounds of human speech are produced by the breath passing over the organs of speech,—the lips, teeth, tongue, and palate. The infinite modifications of articulate sounds found in language are produced by the vibration of the breath while the organs of speech are held in different positions.

VOWELS AND CONSONANTS.

352. An elementary sound is one that cannot be divided, and is produced by a single impulse of the voice. As, the word ebb has two elementary sounds, that of e and of b.

There are forty elementary sounds of the English language of which twelve are called vowels, twenty-four consonants, and four diphthongs.

- 353. A **Vowel** is an open, unobstructed tone which may be prolonged at will. The word vowel comes from a Latin word meaning open.
- 354. A **Consonant** (from the Latin *con*, with, and *sonant*, sounding) is a tone more or less obstructed by the organs of speech, and must be sounded with a vowel to form a syllable.

The **sound** of a consonant may be given without the aid of a vowel, as it has a distinct and independent sound of its own, but a consonant cannot be *named* without the aid of a vowel. The student will note the distinction between the sound of a consonant and the name of the conconant. Thus, the name of h is aitch, while the sound is whispered or rustling utterance produced by the breath passing over the partly closed organs of speech.

355. The Vowels are a, e, i, o, and u. W and y are sometimes vowels,

or substitutes for vowel sounds.

The distinction between vowels and consonants is not always sharply defined. One of the distinguishing characteristics of a vowel is that it may form a syllable when standing alone, while a consonant must be sounded with a vowel to form a syllable. But even this distinction does not always obtain, as n in the words reckon, ripen forms a complete syllable, the e being entirely silent. So, the letter l in such words as riddle, etc.

356. Vowels have what are called long and short sounds according to their quality and the relative time which is occupied in uttering the sound. There are also other variations of vowel sounds produced by the organs being put in different positions, and are called broad, slender, medial, according to the nature of the sound.

A SUBSTITUTE.

- 357. The elementary sounds are not always represented by their appropriate letters. For instance, the long sound of a is sometimes represented by ey and ei as in they and weight. When one letter thus performs the functions of another it is said to be a substitute for it. Thus, i is a substitute for e long in the word machine. This irregularity is what makes our English spelling and pronunciation so difficult.
- 358. A long (\bar{a}) , the open or vowel sound in make, ail, freight, they, is produced by speaking the letter a as heard in the alphabet. It is most frequently represented by a and is therefore called a. A letter which most frequently represents a sound gives the name to the sound. It will be seen by the examples above that this sound is not always represented by this letter. The same sound is represented by ei in weight and ey in they.
 - 359. A short (a). This is the vowel sound heard in man, latch, etc.,

and is always represented by a. It is called a short. This sound may be produced by trying to pronounce the word at without touching the tongue to the roof of the mouth.

- 360. A medial ($\hat{\mathbf{a}}$). This sound always occurs before the letter r as air, fair, prayer. Considerable difference of opinion exists as to the exact quality of this sound. It is so nearly like short a (In most sections of the country) that in shorthand it is represented by the same character as a short. Graham and the English phonographers consider this sound so nearly like a long that they represent it by the same shorthand sign, that is, a heavy dot in the second position. In the Western sections of this country the phonographer will represent this sound by the same sign as used for a short.
- 361. A slender (\ddot{a}). This sound is heard in *ah*, *far*, *calm*, and has no substitute. It is always represented by the letter a, and is produced by pronouncing the word ah.
- 362. A broad (a). The vowel sound of call, law. The letter o is sometimes found representing this sound, as in for, but it is most frequently represented by a. It is produced by speaking the word awe.

363. E long (\bar{e}) . The vowel sound of me. Its distinct sound may be produced by sounding e as heard in the alphabet. It has i for a

substitute, and is a member of several digraphs.

This letter, together with its short sound, occurs more frequently than any other letter in the alphabet. At the end of words it is usually silent, but serves to indicate that the preceding vowel has the long sound, as mane, cane, mete, etc.

- 364. **E short** (\check{e}), the vowel sound as heard in met, any, bury. It is usually represented by e but sometimes by a and u as in the above examples.
- 365. I long (i) is properly a diphthong and is treated of under that head.
- 366. I short (i). This is the vowel sound heard in the words hymn, English, city, women, etc. O, e, u, and y are often used to represent this sound. The simplest specific direction for producing this sound is to endeavor to pronounce the word it without allowing the tip of the tongue to touch the roof of the mouth.
- 367. **O long (5)**. This is the vowel sound heard in the words oak, beau, sew. Eau and ew are the only substitutes for this letter. To produce the sound utter the sound of o as heard in the alphabet.
- 368. O short (ŏ). The vowel sound heard in doll, on, and what, is the short sound of o. Its only substitute is a as in what. To make this elementary sound, hold the tougue perfectly still and endeavor to pronounce the word on, taking care to prolong the sound.
- 369. **O slender** (o). This is the vowel sound heard in the words do, cool. It is always represented by o or oo.
- 370. U long $(\bar{\mathbf{u}})$. This is a diphthong and will be treated under its appropriate head.

371. U short ($\check{\mathbf{u}}$). This is the vowel sound heard in up, and is generally represented by u and hence is called the short sound of u. It has for

substitutes e, i, o, oo, and ou, as in son, blood, young, etc.

There are two distinct shades of this sound which have given rise to endless dispute among phoneticians, and the sound of this vowel in but, flood, earn, etc. is called a neutral vowel, "because of the virtual absence in its utterance of a positive determining position of the organs, it being rather the product of their different position in breathing and the form towards which vowels excessively slighted in pronounciation tend."

372. U medial (u). This is the sound of u as heard in pull, full, etc. It has a sound midway between u long and u short, and hence is called a medial sound of u. It is often represented by the letter o as in wolf, foot, etc.

The Century Dictionary has called this the real short sound of u.

aud the so-called short sound is in fact a neutral vowel.

DIPHTHONGS.

373. A Diphthong is the union of two vowels sounded in the same syllable. There are six diphthongs in English and four diphthongal sounds; as, oi, oy; ou, ow; i and u.

In the utterance of a diphthong neither vowel has its usual sound,

but both are so blended as to form one syllable.

- 374. **Oi, oy,** as in oil and boy represents a perfect diphthong. It is composed of the sounds of broad a and short i uttered in rapid succession.
 - 375. Ou, ow, as in out, cow, form a distinct diphthong.
- 376. I. The so-called long sound of i is a blending of the sound of a and e. The sound is sometimes represented by the sound of y as in rhyme.
- 377. What is called u long has a distinct y sound preceding the sound of oo, and is hence a diphthong. It has a substitute as ew in new.
- 378. A digraph is the use of two letters to represent one sound, as ea in mean.
- 379. A Triphthong is a union of three vowels in the same syllable, two of which are silent: as, eau in beauty, iew in view.
- 380. Consonants are divided into two great classes, spirants and subvocals.
- 381. **Spirants** are consonant sounds produced by the breath passing over the partly closed organs of speech, resulting in a fricative or rustling utterance like the sounds of p and t in the syllables per, ter. They are mere whispers, having no vocal tone. S and h are examples of pure spirants. They are also called aspirates or sibilants.
- 382. The **Subvocals** are the consonants which have an undertone or sort of nurmer in the throat or nasal passages. They are heard in the first letters of bay, day, woe.

383. Cognate Letters are those which are made by the same organs of speech held in the same position, one being a subvocal and the other a spirant. Thus, p is a cognate of b. The following are cognate letters: p, b; t, d; c, j; k (c hard) g; f, v; th, th; s, z; sh, zh; wh, w.

Note:—C soft is equivalent to s, g soft to j, and c hard to k, as seen in the following words: cent, George, cat.

DIRECTIONS FOR MAKING THE CONSONANT SOUNDS.

- 384. **p.** The sound of p is made by closing the lips and forcing them abruptly apart with the breath. The result will be a whispered utterance.
- **b.** The sound of b is made in the same manner as p but in connection with the undertone or sub-vocal. The undertone or murmur in the air passages must cease as soon as the lips are opened.
- t. Place the tip of the tongue against the roof of the mouth and force it suddenly away with the breath.
- **d.** As this letter is the cognate of *t* it is made in the same manner with the addition of the sub-vocal.
- ch. Close the teeth and suddenly force them apart with the breath. In making this sound it will be seen that the breath is deliberately held for an instant.
- **j.** (And g soft as in George) is made like that of ch in connection with the sub-vocal.
- **k.** (And c as in cat) is made by blocking the air passage from the mouth to the throat with the tongue, or closing the palate and suddenly forcing out the breath.
- \mathbf{g} . The cognate of k is made in the same manner in connection with the subvocal.
- **f.** Place the upper teeth upon the lower lip, and let the breath pass between them.
- v. Its cognate is made in the same manner in connection with the subvocal.
- th. Place the tongue loosely against the upper teeth and emit the breath with sufficient force to produce a rustling sound.
- th. The heavy sound represented by th is made in the same manner as the above, in connection with the subvocal.
- 385. 36. L, r, n, and m are called Liquids because their sounds unite smoothly with other consonants.
- 1. Place the tip of the tongue against the roof of the mouth, make the undertone or nasal murmur by letting the breath escape on both sides of the tongue. Or try to pronounce the word *lo* without sounding the *o*.
 - r. Try to pronounce the word ray without sounding the a.

Note:—The letter r has a peculiar power of influencing and modifying the sound of the vowel preceding it. For instance, the sound of u in hut is distinctly different from u in hurt.

- m. Close the lips and emit the subvocal through the upper nasal passages.
- n. Place the tip of the tongue against the roof of the mouth and emit the undertone through the nasal passages.
- **ng.** Close the palate (or prevent all breath from escaping through the mouth) and emit the undertone through the nose; or, separate the sound of *ng* from *si* in *sing*.

Note:—Observe that this is an elementary sound and differs from the two distinct sounds represented by ng in the word singe.

- y. Place the sides of the tongue against the upper back teeth, leaving the tip free, and emit the subvocal.
 - w. Try to pronounce the word way without sounding a.
- **s.** (And c soft as in *cent*.) Place the tip of the tongue loosely against the closed teeth and emit the breath with a slight force.
 - z. This sound is made in the same manner with the subvocal.
- **sh.** Close the teeth, bring the middle of the tongue against the roof of the mouth, and emit the breath with a slight force. Or, try to pronounce the word *show* without sounding the o.
- **zh.** As this is the cognate of *sh* it is made in the same manner in connection with the undertone or subvocal.
- wh. The vowel sound represented by wh is made by contracting the lips to a round position, and abruptly relaxing them while the breath is rushing out.
- 386. Mutes and Semivowels. Consonants are naturally divided into two classes, called mutes and semivowels. This division is founded on the fact that the organs of speech are more closely connected in pronouncing the one class than the other. A mute or close consonant admits of no escape of breath while the organs are in contact. A semi-vowel, as its name implies, does admit of the escape of breath while the organs are in contact. The nutes or pure consonants are p, b. t, d, k, g hard, and c hard. The semivowels are c soft, f, v, th, th, s, z, sh, zh, l, r, m, n, ng and wh.

The four semivowels l, m, n and r are called liquids. (Century

Dictionary) S and z are sometimes called sibilants.

The teacher may require the student to point out the mutes and semivowels in the following words:—teach, make, permit, relative, student, game.

SYLLABICATION.

387. Syllabication is the correct division of a word into its con-

stituent syllables in writing and printing.

The division of words into syllables is founded on correct pronunciation, that is, the letters of a word must be arranged into syllables exactly as they are heard when correctly pronounced. But this rule is not always a reliable guide. The breaking of a word at the end of a line in writing and printing is not dependent on any real principles, but largely a matter of conventional usage, and it is sometimes difficult to determine where to divide a word. Printers have established the custom

of making *ure* and *ing* a syllable in such words as rag-ing and junct-ure, instead of ra-ging and junc-ture, which is a plain violation of true pronunciation. It is largely a matter of taste.

388. Derivatives are generally divided between the primitive parts and terminations: as, fear-less.

Compound words should be divided into the simple words which compose them. The student may exercise his skill and taste in separating the following words into proper syllables: Farmer, worthy, cornice, juncture, opportunity, aerial, laborious, ratan, regret, transmit, result, return.

ACCENT.

389. Accent is an increased stress or force of voice on a particular syllable. As the very nature of accent implies a comparison of syllables, monosyllables cannot be accented, but every word of more than one syllable has one of its syllables accented, and the accent, of course, falls upon the vowel. Words of three or more syllables have frequently two accents, viz: a primary or principal accent, and a secondary or lighter accent. The primary accent is indicated in dictionaries with an accent mark. The secondary accent is indicated by a lighter mark or by a double accent mark.

In unaccented syllables, when a vowel is followed by r, the vowel has frequently an obscure sound as of u in but. This obscure sound is exemplified in the following words, tender, mayor, martyr, abundant, republican,—pronounced, tendur, mayur, abundunt, republicun. This seems to be the latest teaching of the authorities as exemplified in the Cent. Dic. (p. xviii). But it seems to us better to preserve the vowel's own sound in all cases if possible. We think great care should be taken in pronunciation not to run these accented vowels into this sound if it can be avoided, and we see no reason why it cannot be. The custom of so-called good speakers is not always a safe guide, for great speakers are likely to have some favorite lapsus linguae. It is well here to recall words of Walker, written a hundred years ago: "There is scarcely anything more distinguishes a person of mean or good education than the pronunciation of the unaccented vowels. When the vowels are under the accent, the learned and the ignorant, with very few exceptions, pronounce them in the same manner, but the unaccented vowels in the mouth of the former have a distinct, open and specific sound, while the latter often totally sink them, or change them into some other sound. Those therefore who wish to pronounce elegantly, must be particularly attentive to the unaccented vowels, as a neat pronunciation of these forms one of the greatest beauties of speaking."

390. Words are either primitive or derivative. A primitive word is one that is not derived from another word and which can be reduced to no fewer letters without destroying or changing its meaning: as, bring, kind, be.

A derivative word is one formed from a primitive, generally by the addition of a prefix or suffix: as, unkind, brought, was.

When the meaning of a word is entirely changed by the addition of

a prefix or suffix it is, notwithstanding the addition, a primitive word: as, reproof, in which the meaning of re nor proof is retained.

In accordance with the specific directions which have been given for the production of the elementary sounds, let the student separate the following words into their elementary sounds, prououncing each separately.

SPELLED.	PRONOUNCED.	SPELLED.	PRONOUNCED.
me, bay, calm, paw, oak, cool, it, met, at, not, up, full, shrine, thin, month, stretched, mouth, mouths, whisps, ghosts, worlds, sixth,	m-ē, b-ā, c-ä-m, p-a, ō-k, k-g-l, i-t, m-e-t, ă-t, n-ō-t, ŭ-p, f-u-l, sh-r-i-n, m-ŭ-n-th, s-t-r-ĕ-ch-t, m-ou-th, m-ou-th-z, wh-i-s-p-s, g-ō-s-t-s, w-û-r-l-d-z, s-i-k-s-th,	shun, bright, thoroughfares, sail, castle, thistle, success, plum, plume, raised, possessed, illness, funny, lily, massy, duty, teach, china, theme, wring, sing, cherry,	sh-ŭ-n, b-r-ī-t, th-û-r-ō-f-â-r-z, s-ā-l, k-ă-s-l, s-ŭ-k-s-ĕ-s, p-l-ŭ-m, p-l-ū-m, r-ā-z-d, p-ŏ-s-ĕ-s-t, i-l-n-ĕ-s, f-ŭ-n-i, l-ĭ-l-ĭ, m-ă-s-ĭ, d-ū-t-ĭ, t-b-ch, ch-i-n-a, th-è-m, r-ĭ-ng, s-i-ng, ch-ĕ-r-y.

Analyze in a similar manner, the following words: Ache, oak, eke, key, caw, easy, gnaw, check, ship, calm, tithe, loth, loathe, damage, quell, choir, dilate, priest, shrink, gifts, still, lax, box, fox, extra, deputy, interest, compliment, church, exchange, embezzlement, illustrate, tempest, syllable, avoirdupoise.

GLOSSARY.

391. A list of of several hundred frequently recurring words wit their outlines, for convenient reference.

A

Abandon Ben3-Den abate Bee2-Tee abode Bee2-Dee abominable Bee¹-Men-Bee abomination Bee1-Men-Eshun abrupt-ness Bee-Ray-Pet absorb Bees2-Ray-Bee abstemious Bees1-Tee-Ems abstract Bee3-Ster absurd-ity Bees2-Ard accountant Kent³-Ent accumulate Kay8-Em-Let acid Es3-Dee ascetic acid Est³-Kays-Dee actuary Ket³-Ray actor Kay-Ter³ adjacent Jays²-Net adhesion Deeshun¹ adversary Def²-Rays-Ray aesthetic Es²-Thet: Kay agriculture Ger2-Kel (Ter) ah Hav³ alien Len2 (voc.) altitude Let2-Tee-Dee ambiguity Emb²-Gay-Tee anatomy En-Tee²-Em ancestor En-Esster³ ancient En-Ishnt2 annihilate En¹-Let antecedent Nets-Dent² apparatus Per2-Tees arbitrary Ar³-Bet (Ray) architect Ar²-Ket (w. s.) artist Ray3-Teest ascertain Es2-Ret-En

assault Es¹-Let
assets Es²-Tees
asylum Es²-Lay-Em
Atlantic Ocean Tee²-Lent-Kayshun
atmosphere Tee²-Ems-Fer
attorney Ter²-En
audacity Dees¹-Tee
audience Dens¹
auspicious Es¹-Pee (w. s.)
avail Vee²-El
avarice Vee³-Rays
avocation Vee³-Kayshun

В

Balance Blens³ bankrupt-cy Bee3-Ing-Ray-Pet baptise-d Bee2-Pee (w. s.) baptism Bee2-Pees-Em barometer Ber2-Emter barometrical Ber²Emter-Kel Benjamin Ben2-Jay-Men barrack Bee³-Ray-Kay benefactor Ben2-Ef-Kayter benefactress Ben2-Ef-Kay-Ters beneficent Ben2-Efs-Net beneficial Ben2-Ef-Shel beneficiary Ben²-Ef-Sher benevolent Ben²-Vee-Lent between Bet1-Wen biography Bee¹-Ger-Ef belladonna Bee²-Lay-Dee-En belligerent Bel²-Jrent bequeath Bee1-Kay-Ith biennial Bee1-Nel bombastic Bee³-Embs-Kay

brilliant Ber²-Lent Buffalo Bee²-Fel bulletin Bee²-Lay-Ten bouyant Bee¹-En-Tee

C

Calendar Kel³-Ender California Klef 1-Ray (En) captain Kay²-Pet (w. s.) casual Kays³-Lay catalogue Ket8-Lay-Gay catastrophe Ket-Ster3-Et category Ket3-Ger centrifugal Sent-Ef 2-Gel centripetal Sent-Pee2-Tel certificate Iss-Ret2-Ef challenge Chel2-Jay (w. s.) character Ker2-Kay (Ter) characteristic Ker2-Kayst characterize Ker2-Kays characterizes Ker2-Kayses chattels Chay8-Tels chemistry Kay-Ems-Ter² circular Iss-Ray²-Kler collateral Kay2-Layter commercial Kay2-Mer-Shel community Com-dot: En-Tee3 conscientious Ish2-En-Ishes consequent Con-dot: Iss-Kent1 conservative Iss-Ray²-Vee-Tef conspicuous Spee¹-Kays covenant Kay-Ven2-Ent courteous Kret-Es² criterion Kret¹-Ren

D

December Dees²-Em (w. s.)
deceptive Dees²-Pee (w. s.)
deficient Dee²-Ef-Shay
delegate Del²-Get
deliberate Del²-Bret
delicacy Del²-Kay-Es
delight Dlet¹
demurrage Dee²-En-Ray-Jay
denounce Dee³-En-Ens
deponent Dee²-Pen-Ent
derange Der²-En-Jay
destination Deest²-Enshun
detest Deds²-Tee
devolve Def²-Vee
dilapidate Del²-Pet (w. s.)
diligent Dee²-Lay-Jent

discrepancy Dees²-Kay-Pen (Es) discriminate Dees²-Kay-Men (Tee) distringuish Deest¹-Ing (w. s.) distribute Deester¹-Bet District of Columbia Dees²-Kel (ws) divulge Def²-Jay domestic Dees²-Em-Kay dwindle Dee¹-Wen-Dee-Lay dyspectic-sia Dees²-Pee-Pee

E

Earnestly Ray² Ens-El eccentric Kays²-Enter (Kay) economical Ken1-Em-Kel educate Dee²-Ket effectual Ef²-Kay-Tee-Lay efficient Ef2-Shay embezzle Embs2-Lay emergency Em2-Ray-Jen-Es emphatic Em-Fet2: Kay encounter En-Kent2-Ar enforce En-Ef2-Ars engagement En-Gay-Jay2-Ment enormity Ner¹-Em (Tee) enthusiast En-Ith³-Ses-Tee envelope En-Vee2-Pee (1 omitted) equivalent Kay-Vee²-Lent erroneous Kay²-Ens essential Es2-En (Shel) estimate Est2-Met eventual Vee2-Net-El exhaust Kay-Ses-Tee1 exorbitant Kays2-Ray-Bet (w. s.) expedient Spet1 (w. s.) experiment Sper2-Ment extinct-ion Kays-Tee¹ extinguish Kays-Tee² (w. s.) extraordinary Ster2-Ard (w. s.)

F

Facetious Efs²-Shay faculty Ef²-Kel-Tee fainthearted Fent²-Art falsehood Fels¹-Dee falsification Felseshun¹ fanatic Ef³-Net-Kay fantastic Fent³-Est: Kay farewell Ef²-Ar-Lay fertile Fret²-Lay figurative Ef²-Gertive financial Ef²-En-Shel fluctuate Fel²-Kay-Tet

forge Ef ²Jay forger Ef ²-Jer fragment Fer³-Gay-Ment Frank Fer³-Kay frankly Eer³-Kel Franklin Fer³-Klen frustrate Fers²-Tret furnace Ff²-Ray-Ens

G

Garrulous Ger²-Lays generous Jay²-Ners genuine Jen²-En gigantic Jay-Gent³-Kay good-humored Ged²-Merd gradual Gred³-Lay graduate Gred-Tee² gravity-ate Ger²-Ved (w. s.) gratuitous Gret²-Tees Great Britain Gret-Bret² grotesque Grets²-Kay guarantee Ger¹-En-Tee

H

Habitual Bet³-Lay habitation Bee3-Teeshun habeas corpus Hay2-Ker (w. s.) handle Ned2 El handwriting Nert³-Ing hazard Zee²-Ard healthy Lay2-Ith heartily Art3-Lay henceforth Ens²-Ef hereditary Hay²-Ray-Det-Ray hieroglyphic Ar1-Glef (Kay) history Est1-Ray homeopathy Em-Pee2-Ith homicide Em-Iss-Deel honesty Ens¹-Tee hopeful Pef ³ horticulture Art²-Kel (Ter) hospital Hays²-Pet-Lay humanity Men³-Tee humiliation Em³-Layshun hurricane Ar2-Ken hypocrisy Pee¹-Ker-Es hypocrite Pee¹-Kret

ı

Identical Ded2-Kel

identification Dent²-Efshun ignominious Gen¹-Men-Es illustrate Lay²-Stret imitate Em-Tet² imperceptible Em-Pers²-Pet impoverish Emp¹-Ver-Ish impracticable Em-Per³-Ket impropriety Em-Per1 (voc with i) inauspicious En-Es1-Pee incredible En²-Kred-Bel indefatigable Ned-Fet2-Gay-Bel indefinite En-Def 2-Net indemnify Ned¹-Em-Ef indenture Ned²-Net (Ar) independent Ned-Pend² (Ent) indifferent En-Def 2 Indiana Ned1-En indignant Ned1-Gay-Nent individual Ned¹-Ved individuality Ned¹: Ved indivisible Ned-Vees¹-Bee infer En-Ef2 infers-ence En-Efs² inferential En-Ef²-Shel inferior En-Ef ¹ (Ray-Ray) infringe En-Fren ¹ (Jay) ingredient En1-Gred-Net inhabit En-Bet³ inhabitant En-Bet³: Ent inherit En-Art2 inquire En¹-Wer inquisitive En-Kays-Tef1 insignificant Ens1-Gay insolvency In-Slay¹-Ven-Es integrity Ent²-Gret (Tee) intellect-ual-ity Ent2-Ket (El) intemperate En1-Tee-Emp interpret Net-Pret² interpreter Net-Pret2-Ar intestate Nets-Tet2 intimidate Net¹-Med (Tee) intolerable Net-El¹-Bel intrinsic Enter1-Ens-Kay introduction Net-Deeshun² inventor En-Vent²-Ray invisible En-Vees¹-Bee involve En-Vee²-Vee irrelevancy Ar²-Lay-Ven-Es irresistible Ar²-Ses-Tee (Bel) irrespective Ars²-Pef (w. s.)

J

January Jay²-En (w. s.)
Jefferson Jef² (Rays-En)
jealous Jay²-Lays
Jesus Jay² (w. s.)
Jesus of Nazereth Jay²-En
jovial Jay²-Vel
judicature Jed²-Kay-(Ter)
judicial Jed²-Shel
judiciary Jed²-Sher
judicious Jed²-Ish
junction Jay²-Ingshun
jurisprudence Jers²- Per (Dens)
justify Jays²-Ef

K

kindly, kindle Kent¹-Lay kindred Kent¹-Ret

I.

landscape Lends3-Kay-Pee languid El3-Ing-Ged lassitude Lays3-Ted lateral Let3-Rel latterly Layter³-Lay legacy Lay²-Gay-Es legalize Lay¹-Gels legitimate Lay2-Jet-Met lengthwise Ing3-Ways (w. s.) lenient Len²-Net license El²-Sens likelihood Lay¹-Kel-Dee likewise Lay1-Kay-Weh-Iss liquid Lay1-Kay-Dee liquidate Lay1-Kay-Det lithograph Lay2Ith-Gref literature Layter2-Ter locomotive Lay2-Kay-Met loquacity Lay3-Kays-Tee lubricate Lay-Ber-Ket ludicrous Led3-Kers luxury Lay2-Kays-Ray

M

Magazine Em¹-Gays-En magnanimous Em²-En-Ems magnet Em²-Gay-Net magnificent Em¹-Gay (w. s.) maintain Ment²-En majesty Em-Jays³ (Tee) majority Em-Jert¹

malevolent Mel-Vee2 (Lent) malicious Mel-Ish¹ malignant Mel¹-Gay-Nent manuscript Em³-Eus-Kay-Pet manifest Em2-En-Efst manifestation Em²-Ens-Eshun manufacture Em²-En-Ef (w. s.) margin Em2-Ray-Jen marvellous Mer2-Vels Massachusetts Ems-Chay³ maximum Em2-Kays-Em meanwhile Em1-Nel mechanic Em2-Ken-Kay mechanical Em²-Key-Kel mechanism Em2-Kays-Em Mediterranean Med-Tren² (w. s.) melancholy Mel2-Kel memoir Ém²-Em-Wer memory-anda-andum Em²-Em (w. s.) merchandise Em²-Ray-Chet-Zee meritorious Em²-Ray-Tee-Rays Methodist Em-Thet2-Stey metropolitan Emter-Pel² (w. s.) microscope Em¹-Kers-Pee military Melt2-Ray minimum Men¹-Em ministerial Men1-Ester-Lay minority Em-Nert1 miscellaneous Enis²-Len-Es mischievous Ems-Chef ¹-Es moderate Emder-Tee² modern Emdern¹ modest Med1-Stey

N

Narrate Ner-Tee²
nautical Net¹-Kel
neighborhood En-Ber²-Dee
neglect En²-Gel-Kay (Tee)
neglectful En²-Gef (w. s.)
negligent En²-Gel-Jent

modification Med-Efshun¹ monstrous Mens¹-Tees

morbid Em1-Ray-Bed

mortgagee Mer¹-Gay-Jee muscular Ems²-Kay-Lay-Aı mutilate Met³-Let

mysterious Ems-Ters1

mortgage Mer1-Gay

modify Med-Ef1

nervous system Ner-Vee2-Ses-Tee neutralize Enter2-Els Newfoundland Ned2-Fed-Eland New Jersey En²-Jay New York En²-Yay nocturnal En2-Ket-Ren nondescript Ned1-Skay-Pee nonsense Nen1: Sens2 North America Ner¹-Em North Star Nerster¹ notary En-Tee2-Ray notification Net-Efshun² nourish Ner1-Ish November En-Vee² (w. s.) noxious En-Kay-Ish'i nugatory En2-Gay-Tee-Ray nuisance En3-Sens numerous En2-Mers nutriment En2-Ter-Ment

0

Obedient Bed¹ (voc.) obligatory Bel²-Get obliterate Blet¹-Ret obstacle Bees1-Kel obstinate Bees¹-Net odorous Ders² (voc.) officious Ef 1-Ish oftentimes Fent1-Ems Ohio Hay2 ominous Men1-Es omnipotent Men¹-Pee omnipresent Em¹-Pers-Net opponent Pen2-Net ordinance Ret1-En-Ens original Ray1-Jen ornament Ren1-Ment ornamentation Reneshun1 (w. s.) orthodox Ray1-Ith (Dee.Kays) ostensible Est2-Ens-Bee ostentatious Est2-En-Ish outward Tee3-Ard overturn Vert2-Ren overwhelm Ver1-El (Em) oxygen Kays1-Gen

P

Pacific Pees¹-Ef-Kay painful Pen²-Ef palpitate Pel²-Pee: Tet pantomime Pent²-Men paradise Pee2-Ray-Dees paragraph Per3-Gref paralytic Per2-Let: Kay partisian Prets²-En paternal · Pet2-Ren-Lay patronage Pet³-Ren (Jay) pecuniary Pee³Ken (Ray) pedantic Pee²-Dent-Kay pedantry Pee2-Det-Ray penetrate Pent2-Ret penitential Pent2-En-Shel Pennsylvania Pees¹Vee perennial Pee2-Ren-Lay perilous Per2-Lays periodical Pred1-Kel perpendicular Per2-Pen (w. s.) perpetual-ate-ion Pee²-Ray-Pet (W. S.)

perseverance Pers²-Vee-Rens perspective Pers²-Pef (w. s.) pertinacious Pee²-Ret-En-Ish phenomena-on-al Fen²-Em Philadelphia Felt²-Ef philosophy Fels¹-Ef phosphorus Efs¹-Ef-Rays photography Fet²-Ger-Ef physiognomy Efs¹-Gen-Em physiology Efs¹-Jay piquant Pee¹-Kent piquancy Pee¹-Ken-Es picturesque Pee¹-Kays-Ters-Kay popular Pee¹-Pee (Lay-Ar) post-mortem Pees²-Em-Ray-Tee-

Em (w. s. Pees-Em) precipitate Pers1-Pet (w. s.) prejudice Per2-Jay prejudicial Per2-Jed-Shel premature Per3-Met-Ray prerogative Per2-Ray-Gative presbytery Pers2-Bet-Ray Presbyterianism Per2-Bets-Em pretension Per2-Ten (w. s.) prevaricate Per³-Ver-Ket prima-facie Per²-Ef privilege Pref2-Jay prodigious Perd1-Jays product Per2-Dee proficient Per2-Ef-Shay property Per1-Pee propitious Per1-Pee-Ish

proportion Per²-Peeshun prospect Pers¹-Pee prospective Pers¹-Pef protestant Prets²-Tent protraction Per³-Tent providential Pref¹-En-Shel provincial Pref¹-En-Shel prudential Per²-Den-Ish public-ish-ation Pee²-Bee (w. s) pulpit Pel²: Pet punctual Pee²-Ing-Ket-Lay pungency Pen²-Jen-Es purgatory Per²-Get-Ray pusillanimous Pees³-Len-Ems pyrotechnic Pret¹-Kay-En-Kay

Q

Quadrangle Kay² Dee-Ray-Ing-Gel quadrant Kay²-Drent quadruple Kay²-Der-Pel quaint Kay²-Went qualification Kel-Efshun² quarantine Kay²-Wernt-En quarter Kay²-Werter

R

Radical, ridicule Red³Kel rapture Ray3-Pet-Ar ratification Ret2-Efshun rebut Ray2-Bet reciprocate Rays2-Per-Ket rectify Ray2-Ket-Ef redeemable Ard¹-Em-Bel redundance Ret²-Ned-Ens redundant Ret²-Ned-Net referee Ray2-Ef-Ray reiterate Ray²-Tret reflect-ed Ray²-Ef-Kay refund Ray2-Fend reject-ed Ray2-Jay-Ket rejection Ray2-Jayshun relegate Rel2-Get relevancy Rel2-Ven-Es reliant Rel1-Net relinquish Rel2-Ing remittance Ar1-Met: Ens remonstrate Ar2-Ems-Stret remunerate Ar2-Em-Nert reprehensible Ray2-Prens-Bee republican Ray2-Pee-Ben

resignation Rays²-Gay-Enshun retrospect Art²-Ray-Spee return Art²-Ren revenge Ray²-Vee-Jay revolver Ref²-Lay (Ver) rhetorical Art¹Ray-Kel rheumatism Ar³-Mets-Em roval Ray¹-El rudiment Ray³-Dee-Ment rupture Ray²-Pet-Ar

S

Sacred Scret²

sacrifice Sker2-Efs sagacity Iss-Gays2-Tee sagacious Iss-Gay1-Ish salutary Slet2-Ray sanctimonious Iss-Ing2-Ket-Em Ens satiate Iss-Isht2 (voc) saturate Stee³-Ret Sec. of State Scret2-Stet Sec. of War Scret2-Wer scarcity Skers2-Tee schedule Sked-El3 Es1-Net-Ef-Kay scientific scoundrel Sked2-Rel sculpture Skel2-Pet (Ar) scripture Sker1 (w. s.) sedentary Iss-Det2-Ray separate Spret2 (voc.) September Spet²-Em signature Iss-Gay¹ (Net) sincere Iss¹-Ens-Ray social Iss-Shel² South America Iss-Ith³-Em South Carolina Iss-Ith³-Ker southeastern Iss-Thes3-Ren southwestern Iss-Ways2-Ren southwest Iss-Wayst2 speculate Spee²-Klet speudthrift Sped²-Ther-Fet splendid Splen²-Ded start Stret2 standard Sted2-Ard stimulate Stem¹-Let stipulate Stey-Pee1-Let strengthen Ster2-Then Ster²-Ter structure solemn Slay1-Em subterfuge Iss-Bet2-Ray-Ef-Jay

summary Iss-Em²-Ray superficial Sper²-Et-Shel supernaturalism Spers³-Em (w. s.) superstitious Sper²-Stee-Shay surrender Iss-Ray²-Ender suspension Ses-Pen² (w. s.) swindle Iss-Way²-Del sympathetic Iss-Emp-Thet²: Kay

Ί

Talent Tlent³ technical Tee2-Kav (Nel) telegraph Tel2-Gref tenement Tee2-Ment testament Tees2-Ment testify Tees2-Ef testimony Tees2-Em testimonial Tees2-Em-Nel Texas Teeses² texture Tees2-Ter thenceforth Thees2-Ef tragedy Ter2-Jay (Dee) tranquil Ter3-Ing (Kel) transatlantic Ter-3-Lent-Kay transfer Ters2-Ef (Ar) transgress Ters3-Gays transparent Ters*-Pee-Rent tyranny Tee -Rav-En

U

Unanipous Men' Ems

universalism (En) Vers²-Em university (En)Vers²-Tee useless Es³-Lays usurp Es²-Ray-Pee utilitarianism Tel²-Ters-Em

V

Valediction Vel¹-Deeshun valid Vlet³ validity Vlet¹ vanquish Ven³-Kay-Ish variation Vee²-Rayshun vegetable Vene²-Jet-Bel vengeance Vee²-Jens ventilate Vent²-Let verify Vee²-Ray-Ef vice versa Vees¹: Ver-Es Virginia Vee²-Jay-En voluntary Vlent¹-Ray

W

Warfare Wer³-Ef-Ar warm Wem¹ (w. s.) worship Wer²-Ish wretched Ray²-Chet

Y

Yield-ed Yeld¹ yonder Yeh¹-Ender younger Yeh³-Inger youth Ith³







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